DOCUMENT RESUME

ED 333 221 CE 058 309

TITLE	Tidewater Regional Model for Articulation and Coordination of Nursing Education. Task Analyses Guides for Licensed Practical Nurses Pursuing an Associate Degree in Nursing.
INSTITUTION	Norfolk Public Schools, Va.
SPONS AGENCY	Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE	Oct 90
NOTE	512p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF02/PC21 Plus Postage.
DESCRIPTORS	*Articulation (Education); *Associate Degrees; Competence; *Competency Based Education; Course Content; *Curriculum Development; *Degree Requirements; Medical Services; Nurses; *Nursing Education; Practical Nursing; Two Year Colleges; Units of Study
IDENTIFIERS	Virginia (Tidewater)

ABSTRACT

This instructional guide includes the curriculum for two complete and separate courses to be taught at the associate degree level. The first six units of the guide are the course content for a 2-3 semester hour course, "Transition from Licensed Practical Nurse (LPN) to Associate Degree Nursing (ADN)." The entire content of the guide, 19 units in all, comprise the course content for a 15-17 semester hour course, "Alternative Intensive Education for Licensed Practical Nurses." Content of the courses was developed after review of the competencies taught in licensed Practical Nursing and Associate Degree Nursing programs in the Tidewater region of Virginia. Each unit consists of a content/concept area, tasks/competencies, performance objective, enabling objectives, criterion-referenced measure, instructional activities, tools and materials lists, suggested audiovisuals, and selected references. Topics covered in the units include orientation to ADN education; communication; caring for clients; assisting clients to adapt and change; fluids, electrolytes, and acid-base balance; nursing interventions; role relationships/dysfunctional behavior; dysfunctions of the integumentary, sensory, gastrointestinal tract, endocrine, musculoskeletal, neurological, respiratory, cardiovascular, hematopoietic, reproductive, and renal systems; and acquired immunodeficiency syndrome. A matrix comparing competencies and materials used in developing the curriculum, such as articulation agreements, a public relations committee report, and a script for a nursing video, are included in the guide. (KC)

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TASK ANALYSES GUIDES

FOR

LICENSED PRACTICAL NURSES

PURSUING AN

ASSOCIATE DEGREE IN NURSING

TIDEWATER REGIONAL MODEL
FOR ARTICULATION AND COORDINATION
OF NURSING EDUCATION

A Cooperative Model Developed with
Practical Nursing programs in the school divisions in
Norfolk, Portsmouth, Chesapeake, Suffolk/Obici,
Virginia Beach, Newport News/Riverside,
Williamsburg/James City County, New Horizons
Technical Center; the Career Development Center
in Newport News; Norfolk State University;
Thomas Nelson Community College; and
Tidewater Community College.

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OCTOBER, 1990

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ACKNOWLEDGEMENTS

The Task Analyses Guides for Licensed Practical Nurses pursuing an Associate Degree in Nursing contains instructional materials for both Transition from LPN to ADN and an Alternative Intensive Nursing program. A two-year project involving eight school divisions, a proprietary school, two community colleges and a university provided the framework for development of these Guides. Numerous representatives were involved in the project, many as very active participants. The contributions of all participants are recognized and appreciated. Those persons participating in the project are listed on the next page.

However, the members who invested numerous hours in the writing and revising of these curriculum materials deserve special thanks and acknowledgement. This committee was chaired by Denise A. Bell of Tidewater Community College, who coordinated the assembly of the instructional materials. Those persons contributing units to the curriculum include:

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Funding for the project, the Tidewater Regional Model for Coordination and Articulation of Nursing, was provided through the Virginia Department of Education with a two-year, $40,000 grant. Coordination and assistance was offered by Mrs. JoAnn Wakelyn, Associate Director of Health Occupations Education, and Dr. Foster Miles, Supervisor of Grants and Contracts. Their assistance in developing this model is greatly appreciated.

The organization and editorial resources necessary to prepare this Guide were performed by Mrs. Michelle Poole and Mrs. Fay Reynolds with the Norfolk Department of Adult and Vocational Education, and by Ms. Linda Johnson with the Department of Nursing at Norfolk State University. Their efforts are recognized and commended. Without their diligence this project could not have been completed.

Glenda D. Feldt
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TIDEWATER REGIONAL NURSING ARTICULATION PROJECT

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LPN to ADN Transition Course

INTRODUCTION

This Instructional Guide includes the curriculum for two complete and separate courses to be taught at the Associate Degree level. The first six chapters of this Guide are the course content for a two or three semester hour course, Transition from LPN to ADN. The entire content of this Instructional Guide provides the course content for a fifteen to seventeen semester hour course, Alternative Intensive Education for Licensed Practical Nurses.

The content of the first six chapters is based upon a careful review of competencies taught in Licensed Practical Nursing programs and those taught to generic students in Associate Degree Nursing programs in Tidewater. The Transition course will provide some review of nursing skills learned in the LPN program and will teach additional skills to prepare the articulated LPN to enter sophomore year training.

The content of the last thirteen chapters, like the first six, was established after curriculum review of both practical nursing and ADN programs in Tidewater. The content of the total nineteen chapters in the Instructional Guide make up the Alternative Intensive nursing program. Documentation of competencies indicated that these areas are the ones in which Licensed Practical Nurses need instruction in order to become ADN Registered Nurses. The Alternative Intensive course is intended to be taught in one or two semesters, after completion of other course requirements for the Associate Degree. Upon successful completion of the Alternative Intensive course, students are ready to sit for state licensure examination for registered nurses.

Curriculum materials are written using the 1989 NANDA listing of nursing diagnoses. As more current listings become available, instructor modification may be necessary.

NANDA List of Nursing Diagnoses
Organized According to Gordon's Functional Health Patterns

Health Perception-Health Management Pattern
Aspiration, Potential For*
Denial, Ineffective
Health Maintenance, Altered
Health Seeking Behavior (Specify)*
Infection, Potential For
Injury, Potential For
Noncompliance
Poisoning, Potential For
Suffocation, Potential For
Trauma, Potential For

Nutritional-Metabolic Pattern
Breastfeeding, Ineffective*
Body Temperature, Potential Altered
Dysreflexia*
Fluid Volume Deficit, Actual
Fluid Volume Deficit, Potential
Fluid Volume Excess
Nutrition, Altered: Less Than Body Requirements
Nutrition, Altered: More Than Body Requirements
Nutrition, Altered: Potential For More Than Body Requirements
Hyperthermia
Hypothermia†
Skin Integrity, Impaired
Skin Integrity, Potential Impaired
Thermoregulation, Ineffective
Tissue Integrity, Impaired
Swallowing, Impaired
Oral Mucous Membrane, Altered‡

Elimination
Bowel Incontinence‡
Constipation‡
Constipation, Colonic*
Constipation, Perceived*
Diarrhea‡
Urinary Elimination, Altered Patterns of
(Urinary) Incontinence: Functional
(Urinary) Incontinence: Reflex
(Urinary) Incontinence: Stress
(Urinary) Incontinence: Total
(Urinary) Incontinence: Urge
Urinary Retention

Activity-Exercise Pattern
Activity Intolerance
Activity Intolerance, Potential
Airway Clearance, Ineffective
Breathing Pattern, Ineffective
Cardiac Output, Decreased‡
Disuse, Potential For*
Diversional Activity Deficit
Fatigue
Growth and Development, Altered
Gas Exchange, Impaired
Home Maintenance Management, Impaired
Mobility, Impaired Physical
Self-Care Deficit, Bathing/Hygiene*‡
Self-Care Deficit, Dressing/Grooming‡
Self-Care Deficit, Feeding‡
Self-Care Deficit, Toileting‡
Tissue Perfusion, Altered (Specify): Renal, Cerebral, Cardiopulmonary, Gastrointestinal, Peripheral‡

Sleep-Rest Pattern
Sleep Pattern Disturbance

Cognitive-Perceptual Pattern
Conflict, Decisional (Specify)*
Knowledge Deficit (Specify)
Pain‡
Pain, Chronic
Sensory/Perceptual Alterations: Visual, Auditory, Kinesthetic, Gustatory, Tactile, Olfactory
Thought Processes, Altered
Unilateral Neglect

Self-Perception/Self-Concept Pattern
Anxiety
Body Image Disturbance‡
Fear
Hopelessness
Personal Identity Disturbance‡
Powerlessness
Self-Esteem Disturbance†‡
Self-Esteem Disturbance, Situational Low*
Self-Esteem Disturbance, Chronic Low*

Role-Relationship Pattern
Conflict, Parental Role*
Communication, Impaired Verbal§
Coping, Defensive*
Family Processes, Altered
Grieving, Anticipatory
Grieving, Dysfunctional‖
Parenting, Altered
Parenting, Potential Altered
Role Performance, Altered‡
Social Interaction, Impaired
Social Isolation
Violence, Potential For

Sexuality-Reproductive Pattern
Sexuality, Altered Patterns
Sexual Dysfunction
Rape-Trauma Syndrome
Rape-Trauma Syndrome: Compound Reaction
Rape-Trauma Syndrome: Silent Reaction

Coping-Stress Pattern
Adjustment, Impaired
Coping, Family: Potential For Growth
Coping, Ineffective Family: Compromised
Coping, Ineffective Family: Disabled
Coping, Ineffective Individual
Post-Trauma Response

Value-Belief Pattern
Spiritual Distress

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*New diagnostic category approved 1988
†Revised diagnostic category approved 1988
‡Category label name modified 1988

§Author recommends adding Impaired Communication (if you can't understand words, then you won't be able to respond appropriately verbally)
‖Author recommends adding Grieving (normal) to the list

NURSING ARTICULATION - UNIT I

CONTENT/CONCEPT AREA

1. Becoming oriented to ADN education

TASKS/COMPETENCIES

1.1 Prepare for classroom instruction and activities

1.2 Display knowledge of school facility

1.3 Describe policies and procedures related to progression in the ADN program

1.4 Describe study skills appropriate for ADN education

1.5 Describe the program philosophy, threads of the conceptual framework and the objectives of the ADN program

1.6 Discuss the role of the associate degree nurse

1.7 Describe the purpose of RN licensure and the means to obtain licensure

CONTENT/CONCEPT

1. Becoming oriented to ADN education.

TASK/COMPETENCY

1.1 Prepare for classroom instruction and activities.

PERFORMANCE OBJECTIVE

P.1.1 Given student handbook, course syllabus, textbooks and other related information, prepare for classroom instruction and activities by organizing and maintaining class information and handouts in a notebook in accordance with instructor's guidelines. Preparation must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E1.1.1 Identify sections of student handbook and course syllabus.
E1.1.2 Outline organization and format of textbooks.
E1.1.3 Organize student notebook.

CRITERION-REFERENCED MEASURE

C1.1 Prepare for classroom instruction and activities by organizing and maintaining class information and handouts in a notebook in accordance with instructor's guidelines. Preparation must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Distribute student handbook and course syllabus (E1.1.1).
2. Help students identify major sections of the student handbook and course syllabus (E1.1.1).
3. Review textbook organization with students (E1.1.2).
4. Instruct students on how to organize student notebook (E1.1.3).

SELECTED TOOLS AND MATERIALS

Textbook

Handouts: Student handbook
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

CONTENT/CONCEPT

1. Becoming oriented to ADN education.

TASK/COMPETENCY

1.2 Display knowledge of school facility.

PERFORMANCE OBJECTIVE

P.1.2 Given a tour of the program facilities and locations of fire exits, display knowledge of the school facility by stating verbally with complete accuracy the location of the on-campus laboratory, restrooms, student lounge, program office, faculty offices, student classrooms, and fire exits. Knowledge must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E1.2.1 Locate areas within program facilities, including the on-campus laboratory, restrooms, student lounge, program office, student classrooms, and fire exits.

E1.2.2 State the function of selected areas.

CRITERION-REFERENCED MEASURE

C1.2 Display knowledge of the school facility by stating verbally with complete accuracy the location of the on-campus laboratory, restrooms, student lounge, program office, faculty offices, student classrooms, and fire exits. Knowledge must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Conduct tour of the program facilities (E1.2.1).
2. Help students identify the function of selected areas (E1.2.2).
3. Explain fire evacuation procedures and identify appropriate exits (E1.2.2).

SELECTED TOOLS AND MATERIALS

None identified

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

CONTENT/CONCEPT

1. Becoming oriented to ADN education.

TASK/COMPETENCY

1.3 Describe policies and procedures related to progression in the ADN program

PERFORMANCE OBJECTIVE

P.1.3 Given a copy of the student handbook, display knowledge of the policies and procedures related to progression in the ADN program. Knowledge must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E1.3.1 Identify sections of the student handbook.
E1.3.2 State grading scale for lecture and laboratory courses.
E1.3.3 State the policies on absenteeism and tardiness.
E1.3.4 State policies concerning make-up work.
E1.3.5 State policies regarding progression in the curriculum with unsatisfactory grades in nursing and support courses.
E1.3.6 State policies regarding requirements for clinical laboratory, e.g. CPR and insurance.
E1.3.7 State purpose of academic advisor.
E1.3.8 Describe the grievance policy for the program.

CRITERION-REFERENCED MEASURE

C1.3 Display knowledge of the policies and procedures related to progression in the ADN program. Knowledge must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review sections of the student handbook with student (E1.3.1).
2. Survey with students each of the policies regarding progression in the program and answer students questions related to these policies (E1.3.2-E1.3.6).
3. Describe the purpose of the academic advisor and give examples of times in which students should consult their academic advisor.
4. Describe the grievance policy for the program. Have students discuss situations in which they would use the grievance policy and describe the steps in the policy (E1.3.8).
5. Have students sign a form indicating that they have received and read the student handbook (E1.3.1-E2.3.8).

SELECTED TOOLS AND MATERIALS

Student handbook

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

CONTENT/CONCEPT

1. Becoming oriented to ADN education.

TASK/COMPETENCY

1.4 Describe study skills appropriate for ADN education.

PERFORMANCE OBJECTIVE

P.1.4 Given handouts on study skills, describe methods to manage time/tasks effectively, take notes, read texts and technical material, and prepare for and take examinations. Descriptions must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E1.4.1 Complete time/tasks management forms according to instructor guidelines.
E1.4.2 Take notes, using guidelines specified by instructor.
E1.4.3 Read texts and technical material according to established criteria.
E1.4.4 States types of examinations to be administered in the program.
E1.4.5 Review test-taking strategies.

CRITERION-REFERENCED MEASURE

C1.4 Describe methods to manage time/tasks effectively, take notes, read texts and technical material, and prepare for and take examinations. Description must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Distribute handouts to students on time/task management (E1.4.1).
2. Instruct students on the concept of time/task management and use of forms/guidelines (E1.4.1).
3. Have students practice taking notes according to specified criteria (E1.4.2).
4. Distribute handouts on reading effectively of texts and other technical material. Review handouts and have students practice on sample reading material (E1.4.3).
5. Explain types of examinations to be administered in the program (E1.4.4).
6. Using a sample examination, discuss test-taking strategies (E1.4.5).

SELECTED TOOLS AND MATERIALS

Handouts

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Hyman, M. and Slomianko, J. Methods of Inquiry. Cambridge, MA: Learning Associates, 1989.

CONTENT/CONCEPT

1. Becoming oriented to ADN education.

TASK/COMPETENCY

1.5 Describe the program philosophy, threads of the conceptual framework and the objectives of the ADN program.

PERFORMANCE OBJECTIVE

P.1.5 Given the student handbook and other selected materials, demonstrate beginning understanding of the program philosophy, threads of the conceptual framework and the objectives of the ADN program. Demonstration of understanding must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E1.5.1 Identify the major sections of the program philosophy.
E1.5.2 Discuss program beliefs about man, society, health, nursing, teaching/learning, and other components of the philosophy.
E1.5.3 List the threads of the conceptual framework.
E1.5.4 Discuss the relationship between the philosophy and the conceptual framework.
E1.5.5 Point out the threads of the conceptual framework in the ADN program objectives.

CRITERION-REFERENCED MEASURE

C1.5 Demonstrate beginning understanding of the program philosophy, threads of the conceptual framework and the objectives of the ADN program. Demonstration of understanding must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. In small groups have the students identify the major sections of the program philosophy (E1.5.1).

2. In small groups have the students paraphrase the program's philosophical statements about man, society, health, nursing, teaching/learning, and other components (E.1.5.2).

3. Explain conceptual framework and have the students identify the threads (E.1.5.3).

4. Have students form small groups to determine the relationship between the philosophy and the conceptual framework (E.1.5.4).

5. Discuss the program objectives (E1.5.5).

6. Instruct the students in small groups to determine the threads of the conceptual framework in the ADN program objectives (E1.5.5).

SELECTED TOOLS AND MATERIALS

Student handbook

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Program self-study report

Baranowski, T. "Toward the Definition of Concepts of Health and Disease, Wellness and Illness." Health Values, 1981, 5, pp. 246-56.
Chinn, P.L. & Jacobs, M.K. Theory and Nursing: A Systematic Approach. St. Louis: C.V. Mosby, 1983.
Dickoff, J. & James, P. "Theory Development in Nursing." In P.J. Verhonick, Ed. Nursing Research I. Boston: Little, Brown, 1975, pp. 45-92.
Leddy, S. & Pepper, J.M. Conceptual Bases of Professional Nursing. Philadelphia: Lippincott, 1985.
Riehl, J.P. & Roy, C. Conceptual Models for Nursing Practice. 2nd Ed. New York: Appleton-Century-Crofts, 1980.

CONTENT/CONCEPT

1. Becoming oriented to ADN education.

TASK/COMPETENCY

1.6 Discuss role of the associate degree nurse.

PERFORMANCE OBJECTIVE

P.1.6 Given selected information, describe the role of the associate degree nurse as provider of care, coordinator/manager of care and member of the discipline of nursing. Description must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E1.6.1 Define role.
E1.6.2 List the three major roles of the ADN.
E1.6.3 Compare the LPN and ADN roles using the three major roles of the ADN.

CRITERION-REFERENCED MEASURE

C1.6 Describe the role of the associate degree nurse as provider of care, coordinator/manager of care and member of the discipline of nursing. Description must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Define role, using examples from everyday life (E1.6.1).
2. In small groups have the students discuss the roles they play in everyday living and in their work environment (E1.6.1).
3. Discuss the three major roles of the ADN (E1.6.2).
4. Have students interview an RN to determine his/her roles and responsibilities (E1.6.3).
5. In class have students discuss the results of their interviews (E1.6.3).

SELECTED TOOLS AND MATERIALS

Textbook
Handouts

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Hardy & Conway, Role Theory (look up full citation).
National League for Nursing. Educational Outcomes of Associate Degree Nursing Programs. New York: The League, 1990.
Flaherty, M.J. "The Characteristics and Scope of Professional Nursing. Journal for Nursing Leadership and Management, 1979, 1, pp. 61, 63, 69.

CONTENT/CONCEPT

1. Becoming oriented to ADN education.

TASK/COMPETENCY

1.7 Describe the purpose of RN licensure and the means to obtain licensure.

PERFORMANCE OBJECTIVE

P.1.7 Given selected information, describe the purpose of RN licensure and the means to obtain licensure. Description must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E1.7.1 Explain how the Nurse Practice Act legally protects the nurse and the public.
E1.7.2 Identify the purpose of licensure.
E1.7.3 Describe the ways that standards of care, agency policies, and job descriptions affect the scope of nursing practice.
E1.7.4 Describe the methods used to obtain licensure.

CRITERION-REFERENCED MEASURE

C1.7 Describe the purpose of RN licensure and the means to obtain licensure. Description must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss how the Nurse Practice Act legally protects the nurse and the public (E1.7.1).
2. Discuss the purpose of licensure (E1.7.2).
3. Give examples of standards of care, agency policies and job descriptions affecting the scope of nursing practice (E1.7.3).
4. Have students form small groups to discuss selected examples of standards of care, agency policies and job descriptions (E1.7.3).
5. Discuss appropriate regulations governing methods of obtaining licensure (E1.7.4).

SELECTED TOOLS AND MATERIALS

Textbook

Handouts: Standards of care
Agency policies
Job descriptions
Selected sections of the Virginia Nurse Practice Act

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Virginia Nurse Practice Act

NURSING ARTICULATION - UNIT II

CONTENT/CONCEPT AREA

2. Communicating with clients and members of the health care team

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TASK/COMPETENCIES

2.1 Use effective verbal and non-verbal techniques in interpersonal relationships

2.2 Maintain a therapeutic relationship

2.3 Demonstrate effective interviewing techniques

2.4 Document accurately client assessment and nursing actions using agency guidelines

2.5 Implement a teaching plan for an identified client learning need

CONTENT/CONCEPT

2. Communicating with clients and members of the health care team

TASK/COMPETENCY

2.1 Use effective verbal and non-verbal techniques in interpersonal relationships.

PERFORMANCE OBJECTIVE

P.2.1 Given selected information in texts, handouts and classroom discussion and role playing, use effective communications skills. Use of communication skills must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E2.1.1 Review definition of communication and the elements of the communication process.
E2.1.2 Role play examples of verbal and non-verbal communication.
E2.1.3 Describe how specific factors affect the communication process.
E2.1.4 In selected situations, use facilitating responses, while critiquing the use of blocking responses.
E2.1.5 Choose appropriate communication techniques for use with clients throughout the life cycle and with selected specific needs.

CRITERION-REFERENCED MEASURE

2.1 Use effective communication skills. Use of communication skills must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review with students the definition of communication and the elements of the communication process by having them analyze a sample dialogue (E2.1.1).

2. Distribute sample role playing activities to students and have them role play these scenarios. Encourage them to analyze the verbal and non-verbal communicative techniques used by the actors (E2.1.2).

3. Identify specific factors that affect communication. Have students generate examples from their own experience of each (E2.1.3).

4. Give the students examples of nurse-client scenarios and have them role play the use of facilitating responses. Include a comparison of blocking responses (E2.1.4).

5. Describe communication patterns of clients throughout the life span, with special emphasis on infants, children and adolescents. In situations, have students select appropriate communicative techniques based on developmental patterns of communication (E2.1.5).

SELECTED TOOLS AND MATERIALS

Handouts
Textbook

SELECTED AUDIOVISUAL MATERIALS

Peer Relationship. Medcom, Inc., 1987.
Nurse Patient Relationships. Medcom, Inc., 1987.
Nurse Patient Interactions: Interactions for Study. Concept Media, 1970.
Nonverbal Communication in nursing: Silent Vocabulary. Concept Media, 1975.
Nonverbal Communication in nursing: Kinesics: STudy of Body Image. Concept Media, 1975.
Nonverbal Communication in nursing: Touch. Concept Media, 1975.
Nonverbal Communication in nursing: Proxemics: Space and Human Experience. Concept Media, 1975.
Nonverbal Communication in nursing: Interactions for Study. Concept Media, 1975.

3SELECTED REFERENCES

Collins, M. Communication in Health Care: Understanding and Implementing Effective human Relationships. 2nd Ed. St. Louis: C.V. Mosby., Co., 1981.

Davis, A.J. Listening and Responding. St. louis: C.V. Mosby Co., 1984.

Ernst, P. and Shaw, J. Touching is not taboo. Geriatric Nursing, 1980, 1, pp. 193-195.

Mitchell, A.C. Barriers to therapeutic communication with black clients. Nursing Outlook, 1978, 26, 109-112.

Piaget, J. The Language and Though of the Child. London: Routledge and Kegan Paul, 1952.

Rosendahl, P.B. and Ross, V. Does your behavior affect your patient's response? Journal of Gerontological Nursing, 1982, 8, 572-575.

CONTENT/CONCEPT

2. Communicating with clients and members of the health care team.

TASK/COMPETENCY

2.2 Maintain a therapeutic relationship.

PERFORMANCE OBJECTIVE

P.2.2 Given selected information in texts, handouts and classroom discussion and role playing, maintain a therapeutic relationship with a client. Maintenance of a therapeutic relationship must be rated acceptable on a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVE

E2.2.1 Given selected situations, identify the phase of the therapeutic relationship.

E2.2.2 Role play examples of verbal and non-verbal communication in each phase of the therapeutic relationship.

E2.2.3 Analyze personal communication skills in each phase of the therapeutic relationship.

CRITERION-REFERENCED MEASURE

C2.2 Maintain a therapeutic relationship with a client. Maintenance of a therapeutic relationship must be rated acceptable on a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review phases of the therapeutic relationship with students and give examples for students to identify phases (E2.2.1).
2. Provide scenarios for students to role play facilitating verbal and non-verbal communicative techniques in each phase of the verbal therapeutic relationship (E2.2.2).
3. In the clinical setting, assist student to analyze their own communication skills in each phase of the therapeutic relationship during conferences and with the process recording (E2.1.3).

SELECTED TOOLS AND MATERIALS

Handouts
Textbooks

SELECTED AUDIOVISUAL MATERIALS

"Nurse Patient Relationships." Medcom, Inc., 1987.
"Nurse Patient Interaction: The Hospitalized Person." Concept Media 1970.
"Nurse Patient Interaction: The Nurse." Concept Media, 1970.
"Nurse Patient Interaction: The Interaction." Concept Media, 1970.
"Nurse Patient Interaction: Techniques of therapeutic Communication." Concept Media, 1970.
"Nurse Patient Interaction: Blocks to Therapeutic Communication." Concept Media, 1970.
"Nurse Patient Interaction: Interactions for Study." Concept Media, 1970.

SELECTED REFERENCES

Knowles, R.D. Building rapport through neuro-linguistic programming. American Journal of Nursing, 1983, 83, 1011-1014.
Purtilo, R. Health Professional/Patient Interaction. 2nd Ed. Philadelphia: W.B. Saunders Co., 1978
Sundeen, S.J. et al. Nurse-Client Interaction: Implementing the Nursing Process. 2nd Ed. St. Louis: C.V. Mosby Co., 1981.
Thomas, M. Trust in the nurse-patient relationship. In C.E. Carlson, Ed. Behavioral Concepts and Nursing Intervention. Philadelphia: J.B. Lippincott Co., 1970.

CONTENT/CONCEPT

2. Communicating with clients and members of the health care team.

TASK/COMPETENCY

2.3 Demonstrate effective interviewing techniques.

PERFORMANCE OBJECTIVE

P.2.3 Given selected information in texts, handouts and classroom discussion and role playing, demonstrate effective interviewing techniques. Demonstration must be rated acceptable on an academic and a clinical criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E2.3.1 Review types of questions for obtaining information in a client interview.
E2.3.2 Describe factors that facilitate or hinder an interview.
E2.3.3 Review stages of the interview.
E2.3.4 Conduct an interview in classroom and clinical settings.
E2.3.5 Analyze interviewing techniques, using specific criteria for analysis.

CRITERION-REFERENCED MEASURE

C2.3 Demonstrate effective interviewing techniques. Demonstration must be rated acceptable on an academic and a clinical criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

1. Assist the students to critique sample interview questions on a handout (E2.3.1).

2. Discuss factors that facilitate or hinder an interview. Lead a discussion in which students can identify how to modify factors to promote effective interviewing (E2.3.2).

3. Review with students the stages of the interview with sample nurse-client behaviors during each stage (E2.3.3).

4. Have students to role play conducting an interview in the classroom setting and to accomplish interviews in the clinical setting (E.2.3.4).

5. Evaluate students interview on process recordings, using program guidelines (E.2.3.5).

SELECTED TOOLS AND MATERIALS

Handouts
Textbooks

SELECTED AUDIOVISUAL MATERIALS

"Nurse Patient Relationships." Medcom, Inc., 1987.
"Nurse Patient Interaction: The Hospitalized Person." Concept Media 1970.
"Nurse Patient Interaction: The Nurse." Concept Media, 1970.
"Nurse Patient Interaction: The Interaction." Concept Media, 1970.
"Nurse Patient Interaction: Techniques of therapeutic Communication." Concept Media, 1970.
"Nurse Patient Interaction: Blocks to Therapeutic Communication." Concept Media, 1970.
"Nurse Patient Interaction: Interactions for Study." Concept Media, 1970.

SELECTED REFERENCES

Benjamin, A. THe Helping Interview. 3rd Ed. Boston: Houghton Mifflin Co., 1981.
Malasanos, L.; Barkauskas, V.; Moss, M.; and Stoltenberg-Allen, K. Health Assessment, 3rd Ed. St. Louis: C.V. Mosby Co., 1986.

CONTENT/CONCEPT

2. Communicating with clients and members of the health care team.

TASK/COMPETENCY

2.4 Communicate accurately assessment client and nursing actions using agency guidelines.

PERFORMANCE OBJECTIVE

P.2.4 Given necessary information, accurately document assessment of client and nursing action. Documentation must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E2.4.1 Explain the legal basis of specific charting guidelines.
E2.4.2 Identify measures employed to ensure that documentation meets agency and legal standards.
E2.4.3 Document in writing assessment of client and nursing actions on appropriate agency chart forms.
E2.4.4 Report assessment of a client and nursing actions using agency guidelines.

CRITERION-REFERENCED MEASURE

C2.4 Document client assessment and nursing action. Documentation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss charting guidelines; have students state legal reasons for each (E2.4.1).
2. Review agency guidelines concerning documentation of client assessment and nursing actions (E2.4.2).
3. Review samples of nursing documentation provided by agency.
4. Examine selected agency chart forms (E2.4.3).
5. Have students practice documentation of selected situations on appropriate agency chart forms (E2.4.3).

SELECTED TOOLS AND MATERIALS

Agency guidelines related to nursing documentation
JCAHO guidelines for nursing notes
Agency chart forms

SELECTED AUDIOVISUAL MATERIALS

Client's Chart. Medcom/Trainex 1984.

SELECTED REFERENCES

Bergerson, S.R. Charting with a jury in mind. Nursinglife, 1982, 2, 30-33.

Costello, S. and Summers, B.Y. Documenting patient care: Getting it all together. Nursing Management, 1985, 16, 31-12, 34.

Creighton, H. Law Every Nurse Should Know. 4th Ed. Philadelphia: W.B. Saunders Co., 1981.

Kunkel, J.A. Charting: Some pointers for doing it better. Nursinglife, 1983, 3, 57-64.

Schaeffer, M.S. To avoid lawsuit, keep the record straight. RN, 1981, 44(Nov.), 81-82.

CONTENT/CONCEPT

2. Communicating with clients and members of the health care team

TASK/COMPETENCY

2.5 Implement a teaching plan for an identified client learning need.

PERFORMANCE OBJECTIVE

P.2.5 Given selected information in texts, handouts, classroom discussion, role playing and audiovisual aids, implement a teaching plan with a client. Implementation must be rated acceptable on clinical and academic criterion-referenced measures according to program standards.

SELECTED ENABLING OBJECTIVES

E2.5.1	Contrast teaching and learning.
E2.5.2	Describe Bloom's three domains of learning.
E2.5.3	Describe how learning takes place.
E2.5.4	Identify the role of the nurse in health teaching.
E2.5.5	Identify factors that affect learning.
E2.5.6	Describe the principles of learning.
E2.5.7	Discuss the ways to reinforce new knowledge.
E2.5.8	Describe factors which influence a client's readiness to learn.
E2.5.9	Identify one or more learning needs of a client.
E2.5.10	Describe the relationship between teaching and the nursing process.
E2.5.11	Identify five guidelines for evaluating the effectiveness of the health teaching plan.
E2.5.12	Complete a health teaching plan utilizing the form provided.

CRITERION-REFERENCED MEASURE

C2.5 Implement a teaching plan with a client. Implementation must be rated acceptable on clinical and academic criterion-referenced measures according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Contrast teaching and learning, using examples from everyday life (E2.5.1).
2. Using a handout of Bloom's taxonomy, discuss the three domains of learning and instruct the students to generate examples of several verbs from each domain (E2.5.2).
3. Using student experience as an example, describe how learning takes place (E2.5.3).
4. Give examples of the role of the nurse in health teaching (E2.5.4).
5. Have students give examples of each of the factors that affect learning, stating how a teacher could modify each factor to enhance learning (E2.5.5).
6. Discuss each of the principles of learning and have students in small groups generate examples from their own experience (E2.5.6).
7. In small groups have the students us ways to reinforce new knowledge in their own examples of learning (E2.5.7).
8. In small groups have students give examples of the factors which influence a person's readiness to learn (E2.5.8).
9. Have students report on learning needs of clients that they have identified from their clinical laboratory experiences (E2.5.9).
10. In small groups, have students determine the relationship between teaching and the nursing process (E2.5.10).
11. Have students evaluate a sample health teaching plan, using the guidelines distributed in class (E2.5.11).
12. In the clinical lab, have the students complete a health teaching plan (E2.5.12).

SELECTED TOOLS AND MATERIALS

Textbook
Handouts

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Bigge, M.L. Learning Theories for Teacher. 3rd Ed. Nwe York: Harper & Row, 1976.

Bloom, B.S., Taxonomy of Educational Objectives. Book 1, Cognitive Domain. New York: Longman, Inc., 1956.

Check, J.F. and Wurzbach, M.E. How elders view learning. Geriatric Nursing, 1984, 5, pp. 37-39.

Corkadel, L. and McGashan, R. A practical approach to [atient teaching. The Journal of Continuing Education in Nursing, 1983, 14, pp. 9-15.

Cushing, M. Legal lessons on patient teaching. American Journal of Nursing, 1984, 23, pp. 721-722.

Frisbie, D.A. Looking at teaching through the nursing process. Journal of nursing Education, 1984, 23, 401-403.

Gagne, R.M. The Conditions for Classroom Instruction. 3rd Ed. New York: Holt, Rinehart, and Winston, 1977.

Gronlund, N.E. Stating Objectives for Classroom Instruction. 2nd Ed. New York: MacMillan, 1978.

Krathwohl, D.R. Bloom, B.S. and Masia, B.B. Taxonomy of Educational Objectives. Book 2, Affective Domain. New York: Longman, 1964.

Mager, R.F. Preparing Instructional Objectives. 2nd Ed. Belmont, CA: Fearson Pub., 1975.

Simpson, E.J. The classification of educational objectives in the psychomotor domain. The Psychomotor Domain. 1972, 3. Washington, D.C.: Gryphon House.

Zangari, M.E. and Duffy, P. Contracting with patients in day-to-day practice. American Journal of Nursing, 1980, 80, 451-455.

NURSING ARTICULATION - UNIT III

CONTENT/CONCEPT AREA

3. Using the nursing process to provide care to selected clients

TASK/COMPETENCIES

3.1 Define nursing theory

3.2 Describe how a specific nursing theory relates to the nursing process

3.3 Describe the phases of the nursing theory

3.4 Relate nursing process to nursing practice

3.5 Develop a plan of client care using the nursing process

CONTENT/CONCEPT

3. Using the nursing process to provide care to selected clients.

TASK/COMPETENCY

3.1 Define nursing theory.

PERFORMANCE OBJECTIVE

P.3.1 Given a conceptual model, define nursing theory by outlining elements specific to the theory. Performance must be rated acceptable on an academic criterion-referenced measure according to the program standards.

SELECTED ENABLING OBJECTIVES

E3.1.1 Identify selected nursing theories.

E3.1.2 Identify concepts specific to a selected nursing theory.

CRITERION-REFERENCED MEASURE

C3.1 Define nursing theory by outlining elements of specific to the theory. Demonstration of understanding must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss how nursing theory underpins nursing practice (E3.1.1).
2. Discuss selected nursing concepts that formulate nursing theories (E3.1.2).

SELECTED TOOLS AND MATERIALS

Textbook
Course Syllabus

SELECTED AUDIOVISUAL MATERIALS

Concept media - "Nursing Theories."

SELECTED REFERENCES

Riehl, Joan & Roy, Sister Callista. Conceptual Models for Nursing Practice. New York: Appleton-Century-Crofts, 1980.
Riehl, Joan. Conceptual Models for Nursing Practice. New York: Appleton-Century-Crofts, 1989.

CONTENT/CONCEPT

3. Using the nursing process to provide care to selected clients.

TASK/COMPETENCY

3.2 Describe how a specific nursing theory relates to the nursing process.

PERFORMANCE OBJECTIVE

P.3.2 Given a nursing theory, describe the relationship between that theory and the nursing process. Performance must be rated acceptable on an academic and a criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E3.2.1 Compare the elements of a selected nursing theory with the phases of the nursing process.

E3.2.2 Use the nursing process to reflect a specific nursing theory.

CRITERION-REFERENCED MEASURE

C3.2 Describe the relationship between a nursing theory and the nursing process. Demonstration of knowledge must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the incorporation of the nursing theory with the nursing process. (E.3.2.1 and E.3.2.2)
2. Present case studies for student practice.

SELECTED TOOLS AND MATERIALS

Course syllabus-unit outline
Textbook
Case studies

SELECTED AUDIOVISUAL MATERIALS

"The Nurse Theorists; Portraits of Excellence", Videotape by NLN. 1989.

SELECTED REFERENCES

Riehl Joan & Roy, Sister Callista. Conceptual Models for Nursing Practice . New York: Appleton-Century-Crofts, 1980.

CONTENT/CONCEPT

3. Using the nursing process to provide care to selected clients.

TASK/COMPETENCY

3.3 Describe the phases of the nursing process.

PERFORMANCE OBJECTIVE

P.3.3 Given selected information in texts and handouts describe the nursing process and its goal. Performance must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E3.3.1 Describe the nursing process as a series of actions that lead to a specific goal.
E3.3.2 Outline the elements unique to the nursing process.
E3.3.3 Describe the assessment phase of the nursing process.
E3.3.4 Describe the analysis/diagnosis phase of the nursing process.
E3.3.5 Select appropriate nursing diagnosis using the NANDA list.
E3.3.6 Describe the planning phase of the nursing process.
E3.3.7 Describe the implementation phase of the nursing process.
E3.3.8 Describe the evaluation phase of the nursing process.

CRITERION REFERENCED MEASURE

C3.3 Describe the phases of the nursing process. Description must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review the nursing process as it relates to problem solving methods (E3.3.1).
2. Review the elements unique to the nursing process (E3.3.2).
3. Review assessment phase of the nursing process (E3.3.3).
4. Review a list of the components of the assessment phase of the nursing process (E3.3.3).
5. Reveiw the analysis phase of the nursing process (E3.3.4).
6. Provide the NANDA list of nursing diagnosis (E3.3.5).
7. Review the planning phase of the nursing process (E3.3.6).
8. Review the evaluation phase of the nursing process (E3.3.7).

SELECTED TOOLS AND MATERIALS

Textbooks
Handouts

SELECTED AUDIOVISUAL MATERIALS

The AJN Co. - Documenting Nursing Process

SELECTED REFERENCES

Smith, Sandra & Dwell, Donna. Clinical Nursing Skills. Los Altos: National Nursing Review, 1985.
Kim, Mi Ja, McFarland, Gertrude & McLane, Audry. Pocket Guide to Nursing Diagnosis. Washington, D.C.: The C.V. Mosby Co., 1987.
Yura, Helen & Walsh, Mary B. The Nursing Process-Planning, Implementing, Evaluating. Norwalk: Appleton-Century-Crofts, 1983.
Alfaro, Rosalinda. Applying Nursing Diagnosis and Nursing Process: A Step-by-Step Guide. Philadelphia: J.B. Lippincott Co. 1990.

CONTENT/CONCEPT

3. Using the nursing process to provide care to selected clients.

TASK/COMPETENCY

3.4 Relate the nursing process to nursing practice.

PERFORMANCE OBJECTIVE

P.3.4 Given selected information in texts and classroom discussion explain the relationship between the nursing process and nursing practice. Performance must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E3.4.1 Discuss the value of preparation in meeting the needs of the client.

CRITERION-REFERENCED MEASURE

C3.4 Relate the nursing process to nursing practice. Explanation of the relationship of nursing process with nursing practice must be rated acceptable on an academic criterion-referenced measure.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Facilitate a group discussion of the importance of using nursing process in developing an overall scheme for meeting the needs of the client (E3.4.1).

SELECTED TOOLS AND MATERIALS

Handouts
Textbooks

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Alfaro, Rosalinda. Applying Nursing Diagnosis and Nursing Process: A Step-By-Step Guide. Philadelphia: J.B. Lippincott Co., 1990.

CONTENT/CONCEPT

3. Using the nursing process to provide care to selected clients.

TASK/COMPETENCY

3.5 Implement a developed plan of client care using the nursing process.

PERFORMANCE OBJECTIVE

P.3.5 Given a clinical setting of an assigned client, implement a plan of care using the nursing process. Performance must be rated acceptable on both a clinical and academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E3.5.1 Collect objective and subjective data.
E3.5.2 Examine data.
E3.5.3 Validate data.
E3.5.4 Identify strengths and problems.
E3.5.5 Write a diagnostic statement for nursing diagnosis using the current North American Nursing Diagnosis Association (NANDA) list.
E3.5.6 Use the Problem Etiology and Signs and Symptoms (PES) format to validate the nursing diagnosis.
E3.5.7 Prioritize nursing diagnosis using Maslow's Hierarchy of Needs and client's perception of priorities.
E3.5.8 Establish goals.
E3.5.9 Determine nursing interventions.
E3.5.10 Determine nursing orders.
E3.5.11 Perform nursing interventions.
E3.5.12 Evaluate client goal achievement.
E3.5.13 Modify plan of care or terminate care.

CRITERION-REFERENCED MEASURE

C3.5 Implement a plan of client care using the nursing process. Performance must be rated acceptable on both a clinical and academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Make clinical assignment. (E.3.5.1 - E.3.5.13)
2. Provide consultation as requested. (E.3.5.1 - E.3.5.13)
3. Review PES format for validating nursing diagnosis. (E.3.5.6)
4. Review priority of needs according to Maslow's Hierachy (E.3.5.7).

SELECTED TOOLS AND MATERIALS

Care plan forms

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Ulrich, Susan, Canale, Suzanne, and Wendell, Sharon. Nursing Care Planning Guides-A Nursing Diagnosis Approach. Philadelphia: W.B. Saunders Co., 1886

Long, Barbara and Phipps, Barbara. Medical-Surgical Nursing-A Nursing Process Approach. St. Louis: The C.V. Mosby Co., 1989.

NURSING ARTICULATION - UNIT IV

CONTENT/CONCEPT AREA

4. Assisting the client to maintain homeostasis through adaptation and change

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TASK/COMPETENCIES

4.1 Determine factors that influence a client's response to stress

4.2 Determine physiological homeostatic mechanisms in response to stress

4.3 Determine psychological homeostatic mechanisms in response to stress

4.4 Use the nursing process when providing care to the client with ineffective coping response

CONTENT/CONCEPT

4. Assisting the client to maintain homeostasis through adaptation and change.

TASK/COMPETENCY

4.1 Determine factors that influence a client's response to stress.

PERFORMANCE OBJECTIVE

P.4.1 Given a clinical setting and selected information, determine factors that influence a client's response to stress. Performance must be rated acceptable on both an academic and clinical criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E4.1.1 Analyze stress as a concept.
E4.1.2 Differentiate between stress and stressor.
E4.1.3 Differentiate how an individual's perception of stress influences his response to stressors.
E4.1.4 Determine how internal medicating factors influence one's response to stress.
E4.1.5 Determine how external medicating factors influence one's response to stress.
E4.1.6 Identify coping mechanisms used to decrease stress.
E4.1.7 Determine biological adaptive responses to stress.

CRITERION-REFERENCED MEASURE

C4.1 Determine factors that influence a client's response to stress. Performance must be rated acceptable on both an academic and clinical criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide instruction and materials on the following:
   - Alexander's Conflict Theory
   - Dunbar's Personality Theory
   - Seyle's General Adaptation Theory
   - Lazarus' Cognitive Perception of the Stressor (E4.1.1)

2. Define stress and stressor (E4.1.2).

3. Explain how a client's perception of a stressor impacts upon psychobiologic manifestations (E4.1.3).

4. Discuss the internal medicating factors of:
   - values
   - sex and role expectations
   - genetic structure
   - education/intelligence
   - biologic sources

5. Explain how the external medicating factors of the following
   - influence the stress responses:
   - social support system
   - financial support

6. List coping mechanisms useful for stress reduction (E4.1.6)

7. List biological adaptive responses to stress (E4.1.7).

SELECTED TOOLS AND MATERIALS

Handout: The Social Readjustment Rating Scale
Course syllabus
Unit outline
Textbook
Resource books

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Beane, Patricia and Myers, Judith, Principles and Practices of Adult Health Nursing. St. Louis, MO: The C.V. Mosby Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J.B. Lippincott Co., 1988.

Bullock, Barbara L. & Rosendahl, Pearl Philbrook, Pathophysiology. Boston, MA: Little Brown and Company, 1984.

Long, Barbara and Phipps, Wilma, A Medical Surgical Nursing: A Nursing Process Approach. St. Louis, MO: The C.V. Mosby Co., 1989.

Schearer, Jeanne, Introductory Medical-Surgical Nursing, 4th ed. St. Louis, MO: The J.B. Lippincott Co., 1986.

Thompson, June, et.al, Clinical Nursing. St. Louis, MO: The C.V. Mosby Co., 1986.

CONTENT/CONCEPT

4. Assisting the client to maintain homeostasis through adaptation and change.

TASK/COMPETENCY

4.2 Determine physiological homeostatic mechanism in response to stress.

PERFORMANCE OBJECTIVE

P.4.2 Given a clinical setting and selected information, determine physiological homeostatic mechanisms in response to stress. Performance must be rated acceptable on both an academic and clinical criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E4.2.1 Review Selye's General Adaptation Theory.
E4.2.2 Review the anatomy and physiology of the autonomic nervous system, the endocrine system, the cardiovascular, system, the renal system, the respiratory system, and the hemopoietic system.
E4.2.3 Describe the stress response on the following systems:
-autonomic nervous system
-endocrine system
-cardiovascular system
-renal system
-respiratory system
-hemopoietic system
E4.2.4 Define the genetic susceptibility theory.
E4.2.5 Explain the weak organ theory.
E4.2.6 Relate the internal and external nonspecific mediating factors to the physiological stress response.
E4.2.7 Describe the inflammatory response.
E4.2.8 Differentiate between inflammation and infection.
E4.2.9 Describe immunity.
E4.2.10 Differentiate between active and passive immunity.
E4.2.11 Differentiate between immune systems response to stressors in the children and adults.
E4.2.12 Describe the antigen/antibody response.
E4.2.13 Summarize how the 4 types of immunity are acquired.
E4.2.14 Relate the concept of stress to activation of the disease process.

CRITERION-REFERENCED MEASURE

C4.2 Determine physiological homeostatic mechanisms in response to stress. Performance must be rated acceptable on both an academic and clinical criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss Selye's General Adaptation Theory. (E4.2.1)
2. Instruct students to review anatomy and physiology of the listed systems. (E4.2.2)
3. Present lecture material describing the stress response on the listed systems. (E4.2.3)
4. Discuss conditions which tend to have a familial tendency especially when a client is exposed to multiple stressors. (E4.2.4)
5. Discuss organs which tend to be more adversely affected by the stress response. (E4.2.5)
6. Discuss how the internal and external nonspecific mediating factors effect the physiological stress response. (E4.2.6)
7. Illustrate the inflammatory response. (E4.2.7)
8. Identify differences between inflammation and infection. (E4.2.8)
9. Discuss the body's natural defense against disease. (E4.2.9)
10. Discuss characteristics between active and passive immunity. (E4.2.10)
11. Discuss differences in the immune systems response to stressors in the child and adult. (E4.2.11)
12. Discuss the body's physiological response to a pathogen through antibody production. (E4.2.12)
13. Explain how the 4 types of immunity are acquired. (E4.2.13)
14. Discuss the relationship between stress and the following conditions:
    -Hypertension
    -Heart and blood vessel disease
    -Kidney disease
    -Eclampsia
    -Arthritis
    -Skin and eye inflammation
    -Infections
    -Allergic and hypersensitivity reactions
    -Nervous and mental disorders
    -Sexual derangements
    -Digestive Diseases
    -Metabolic diseases
    -Cancer
    -Diseases of resistance (E4.2.14)

SELECTED TOOLS AND MATERIALS

Transparencies, Transparency Pens, Overhead Projector
Film Projector and screen
Course syllabus, outline
Textbooks
References

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Beane, Patricia and Myers, Judith, Principles and Practices of Adult Health Nursing, C.V. Mosby Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.

Long, Barbara and Phipps, Wilma, Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

CONTENT/CONCEPT

4. Assisting the client to maintain homeostasis through adaption and change

TASK/COMPETENCY

4.3 Determine psychological homeostatic mechanism in response to stress.

PERFORMANCE OBJECTIVE

P.4.3 Given a clinical setting and selected information, determine psychological homeostatic mechanisms in response to stress. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E4.3.1 Identify psychological stressors.
E4.3.2 Appraise the relationship between personality types and the stress response.
E4.3.3 Summarize the primary and secondary appraisal of a stressor.
E4.3.4 Differentiate between cognitive and behavioral coping mechanisms.
E4.3.5 Differentiate among problem-focused, emotion-focused, and appraisal-focused coping in relation to a stressor.
E4.3.6 Determine a client's ability to cope with stress based on individual and stressor characteristics.
E4.3.7 Identify types of coping strategies.
E4.3.8 Identify selected defense mechanisms.
E4.3.9 Summarize ineffective coping behaviors.
E4.3.10 Explain the psychobiologic response of anxiety as it relates to stress.
E4.3.11 Describe the disequilibrium associated with response to a stressor.

CRITERION-REFERENCED MEASURE

C4.3 Determine psychological homeostatic mechanism in response to stress. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss emotional, vocational, social, and cultural stressors (E4.3.1).
2. Discuss personality types with emphasis on unrealistic expectations and the manifestations of the stress response when these expectations cannot be met (E4.3.2).
3. Discuss primary and secondary appraisal (according to Lazarus) (E4.3.3).
4. Explain how cognitive coping mechanisms relate to problem solving (E4.3.4).
5. Discuss problem focused, emotion focused, and appraisal focused coping (E4.3.5).
6. Discuss factors that impact upon clients's ability to cope with stress (E4.3.6).
7. Explain types of coping strategies (E4.3.7).
8. Review defense mechanisms and have students identify examples of each (E4.3.8).
9. Discuss the subjective and objective symptoms of stress (E4.3.9).
10. Discuss the psychobiologic response of anxiety as it relates to stress (E4.3.10).

SELECTED TOOLS AND MATERIALS

Overhead projector with screen
Film projector
Course syllabus
Unit outline
Textbook
Resource books
Transparencies
Transparency pens
Quiz on defense mechanisms

SELECTED AUDIOVISUAL MATERIALS

Film:
Media Kit: Stress. Concept Media, 1979.
Transparencies: Teacher prepared
Personality Behavior Characteristics
Cognitive and Behavioral Mechanisms
Physical and Psychological Symptoms of Anxiety
levels of Anxiety with Patterns of Behavior
Defense Mechanisms
Types of Coping Strategies

SELECTED REFERENCES

Aquilera, Donna C., *Crisis Intervention, Theory and Methodology*, 6th ed., St. Louis, MO: The C.V. Mosby Company, 1990.

Beane, Patricia and Myers, Judith, *Principles and Practices of Adult Health Nursing*, C.V. Mosby, Co., 1990.

Brunner, Lillian and Suddarth, Doris, *Textbook of Medical Surgical Nursing*, J.B. Lippincott Co., 1988.

Bullock, Barbara and Rosendahl, Pearl, *Pathophysiology, Adaptations and Alterations in Function*, Little, Brown and Co., 1984.

Long, Barbara and Phipps, Wilma, *Medical Surgical Nursing: A Nursing Process Approach*, C.V. Mosby Co., 1989.

Schearer, Jeanne, *Introductory Medical-Surgical Nursing*, 4th ed., J.B. Lippincott Co., 1986.

Thompson, June, et.al, *Clinical Nursing*, C.V. Mosby Co., 1986.

CONTENT/CONCEPT

4. Assisting the client to maintain homeostatics through adaptation and change

TASK/COMPETENCY

4.4 Use the nursing process when providing care to the client with an ineffective coping response.

PERFORMANCE OBJECTIVE

P.4.4 Given a clinical setting and selected information, utilize the nursing process when providing care to the client with an ineffective coping response. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E4.4.1 Assess psychological homeostatic responses to stress in a client with an ineffective coping response.
E4.4.2 Promote exploration of feelings when providing nursing care to the client with an ineffective coping response.
E4.4.3 Describe strategies to assist in stress reduction:
E4.4.4 Implement strategies to assist in stress reduction for the client with an ineffective coping response.
E4.4.5 Evaluate selected nursing interventions and suggest alternative measures to aid in stress reduction for the client with an ineffective coping response.

CRITERION-REFERENCED MEASURE

4.4 Given a clinical setting and selected information, utilize the nursing process when providing care to the client with an ineffective coping response. Performance must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review the homeostatic response to stress (E4.4.1).
2. Explain the need to listen, be guided by client reactions, ask open ended questions, and show genuine concern for fears (E4.4.2).
3. Explain the importance of rest, temperature and noise control of the environment, basic comfort measures, alleviation of pain, alleviation of nausea and vomiting, and adequate hydration and nutrition (E4.4.3).
4. Describe how ineffective coping responses may interfere with intellectual function (E4.4.3).
5. Assist the students in selecting alternative teaching strategies for the client with an ineffective coping response (E4.4.3).
6. Assist the student to design a plan of care utilizing the basic components of stress reduction techniques (E4.4.3).
7. Assist the students in determining which relaxation techniques to use with selected clients experiencing a maladaptive coping response to stress (E4.4.3).
8. Provide instructional materials on antianxiety agents (E4.4.4 - E4.4.5).
9. Present lecture materials on stress management techniques (E4.4.4 - E4.4.5).
10. Assign students to care for clients with stress related conditions (E4.4.4 - E4.4.5).

SELECTED TOOLS AND MATERIALS

Overhead projector
Film projector
Course syllabus
Unit outline
Textbooks
Resource books
Transparencies
Transparency pens
Quiz: Antianxiety agents

SELECTED AUDIOVISUAL MATERIALS

Filmstrip
Media Kit: Stress. Concept Media, 1979.
Media Kit: Transforming Stress into Power. Health Edco, 1989.

Teacher-prepared Transparencies:
    Antianxiety agents
    Paradigm: The Effect of Balancing Factors in a Stressful Event

SELECTED REFERENCES

Aquilera, Donna C., Crisis Intervention, Theory and Methodology, 6th Ed. St. Louis, MO: The C.V. Mosby Co., 1990

Beane, Patricia and Myers, Judith, Principles and Practices of Adult Health Nursing. St. Louis, MO: The C.V. Mosby Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J.B. Lippincott Co., 1988.

Bullock, Barbara L. and Rosendahl, Pearl Philbrook, Pathophysiology. Boston, MA: Little Brown and Company, 1984.

Long, Barbara and Phipps, Wilma, Medical Surgical Nursing: A Nursing Process Approach . St. Louis, MO: The C.V. Mosby Co., 1989.

Schearer, Jeanne, Introductory Medical-Surgical Nursing, 4th ed. St. Louis, MO: The J.B. Lippincott Co., 1986.

Thompson, June, et.al, Clinical Nursing. St. Louis, MO: The C.V. Mosby Co., 1986.

NURSING ARTICULATION - UNIT V

CONTENT/CONCEPT AREA

5. Developing a basic understanding of the concepts of fluids, electrolytes, and acid-base balance

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TASKS/COMPETENCIES

5.1 Describe the mechanisms that serve to maintain normal fluid and electrolyte balance

5.2 Describe factors which are essential to acid-base regulation

5.3 Describe electrolyte imbalances

5.4 Describe volume disturbances of the body

5.5 Describe the variables affecting fluid and electrolyte balance

5.6 Identify types of parenteral replacement fluids to correct or prevent fluid/electrolyte disturbances

5.7 Use the nursing process to provide care to selected clients with an altered fluid/electrolyte status

CONTENT/CONCEPT

5. Developing a basic understanding of the concepts of fluids, electrolytes and acid-base balances

TASK/COMPETENCY

5.1 Describe the mechanisms that serve to maintain normal fluid and electrolyte balance

PERFORMANCE OBJECTIVE

P.5.1 Given the appropriate textbook, lecture, and class discussion, describe mechanisms that serve to maintain normal fluid and electrolyte balance. Performance must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E5.1.1 Define terms that describe fluid and electrolyte balance.
E5.1.2 Describe the distribution of body fluids.
E5.1.3 Describe the composition of body fluids.
E5.1.4 Describe the movement of body fluids.
E5.1.5 Describe the regulation of body fluids.

CRITERION-REFERENCED MEASURE

C5.1 Describe the mechanisms that serve to maintain normal fluid and electrolyte balance. Performance must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss mechanisms that regulate normal fluid and electrolyte balance (E5.1.1-E5.1.5).

SELECTED TOOLS AND MATERIALS

Textbook
Instructor made transparencies
Handout of appropriate terms
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Burke, Shirley, R. "The Composition and Function of Body Fluids." St. Louis: C. V. Mosby. Co., 3rd ed., 1980.
Groer, N. W. "Physiology and Pathophysiology of the Body Fluids." St. Louis: C. V. Mosby Co., 1981.
Methany, Norma. "Quick REference to Fluid Balance." Philadelphia: J. B. Lippincott Co., 1984.
Potter, Patricia A. and Anne G. Perry. "Fundamentals of Nursing." St. Louis: C. V. Mosby Co., 1985. Chapter 42.
Reed and Shepherd. "Regulation of Fluid and Electrolyte Balance: A Programmed Instruction in Clinical Physiology." 2nd ed., Philadelphia: W. B. Saunders Co..

CONTENT/CONCEPT

5. Developing a basic understanding of the concepts of fluids, electrolytes and acid-base balances.

TASK/COMPETENCY

5.2 Describe the factors essential to acid-base regulation.

PERFORMANCE OBJECTIVE

P.5.2 Given the appropriate textbook, lecture/class discussion, describe factors essential to acid-base regulation. Performance must be rated acceptable on an academic and clinical criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E5.2.1 Discuss the chemical, biological and physiological buffers in the body.
E5.2.2 Identify factors that affect acid-based balance.
E5.2.3 Describe the four major types of acid-based imbalance.
E5.2.4 Relate the nursing process to a client with normal acid-base balance.
E5.2.5 Relate the nursing process to a client with acid-base imbalance.

CRITERION-REFERENCED MEASURE

C5.2 Performance must be rated acceptable on an academic and clinical criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss factors that regulate acid-base balance (E5.2.1 - E5.2.3).
2. View filmstrips (E5.2.1 - E5.2.3).
3. Review normal acid-base lab values (E5.2.1-E5.2.3).

SELECTED TOOLS AND MATERIALS

Textbook
Instructor made transparencies
Handout of appropriate terms
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

Acid-Base Balance: Maintenance and Compensation Balance: Library of Congress #83-730499

Acid-Base Balance: Patient Assessment: Library of Congress #83-730499

Acid-Base Balance: Data Analysis: Library of Congress #83-730499

Acid-Base Balance: Management of Respiratory Acidosis and Alkalosis: Library of Congress #83-730499

Acid-Base Balance: Management of Metabolic Acidosis and Alkalosis: Library of Congress #83-730499

SELECTED REFERENCES

Burke, Shirley, R. "The Composition and Function of Body Fluids." St. Louis: C. V. Mosby. Co., 3rd ed., 1980.
Methany, Norma. "Quick REference to Fluid Balance." Philadelphia: J. B. Lippincott Co., 1984.
Potter, Patricia A. and Anne G. Perry. "Fundamentals of Nursing." St. Louis: C. V. Mosby Co., 1985. Chapter 42.

CONTENT/CONCEPT

5. Developing a basic understanding of the concepts of fluids, electrolytes and acid-base balances

TASK/COMPETENCY

5.3 Identify electrolyte imbalances

PERFORMANCE OBJECTIVE

P.5.3 Given appropriate textbook, lecture/class discussion describe electrolyte imbalances. Performance must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVE

E5.3.1 Describe etiological factors related to deficits and excesses of the following electrolytes: sodium, potassium, calcium, magnesium, and chloride.
E5.3.2 Describe the clinical sign and symptoms of deficits and excesses of the following electrolytes: sodium, potassium, calcium, magnesium, and chloride.
E5.3.3 Identify electrolytes imbalances.

CRITERION-REFERENCED MEASURE

C5.3 Performance must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss factors that cause electrolyte imbalances, signs and symptoms of electrolyte imbalances, and treatment (E5.3.1 - E5.3.2).
2. Review normal electrolyte values (E5.3.1 - E5.3.2).
3. Provide scenarios for students to identify electrolyte imbalances when given client electrolyte lab values (E5.3.3).

SELECTED TOOLS AND MATERIALS

Textbook
Instructor made transparencies
Handouts of appropriate terms
Handouts of normal electrolyte values
Handouts of client electrolyte laboratory values
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Barto, Magdalene A. "Correcting Electrolyte Imbalances." R.N., February, 1987, p.30+.
Calloway, Carla. "When the Problem Involves Magnesium, Calcium, or Phosphate." R.N., May, 1987, p.30+.
Potter, Patricia A. and Anne G. Perry. "Fundamentals of Nursing." St. Louis: C. V. Mosby Co., 1985. Chapter 42.
Toto, Kathleen. "When the Patient has Hyperkalemia." R.N., April, 1987, p.34+.
"When the Patient has Hyperkalemia." R.N., March, 1987, p.38+.

CONTENT/CONCEPT

5. Developing a basic understanding of the concepts of fluids, electrolytes and acid-base balances.

TASK/COMPETENCY

5.4 Identify volume disturbances of the body.

PERFORMANCE OBJECTIVE

P.5.4 Given appropriate textbook, lecture/class discussion describe volume disturbances of the body. Performance must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVE

E5.4.1 Identify the etiological factors related to dehydration and over hydration.
E5.4.2 Describe the clinical sign and symptoms of fluid volume deficits and excesses.
E5.4.3 Review methods of evaluating intake and output.
E5.4.4 Apply the nursing process to a hypothetical client with a volume disturbance.

CRITERION-REFERENCED MEASURE

C5.4 Performance must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss factors that cause volume disturbances of the body.
2. Review clinical signs of dehydration and over hydration.
3. Provide case study for evaluation of volume disturbances.

SELECTED TOOLS AND MATERIALS

Textbook
Instructor made transparencies
Handouts of appropriate terms
Handouts of normal electrolyte values
Handouts of client electrolyte laboratory values
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Burke, Shirley, R. "The Composition and Function of Body Fluids." St. Louis: C. V. Mosby. Co., 3rd ed., 1980.
Gulanick, Meg and others. "Fluid Volume Deficit." Nursing Care Plans. St. Louis: C. V. Mosby Co., 1990. p. 20.
Methany, Norma. "Quick REference to Fluid Balance." Philadelphia: J. B. Lippincott Co., 1984.
Potter, Patricia A. and Anne G. Perry. "Fundamentals of Nursing." St. Louis: C. V. Mosby Co., 1985. Chapter 42.

CONTENT/CONCEPT

5. Developing a basic understanding of the concepts of fluids, electrolytes and acid-base balances.

TASK/COMPETENCY

5.5 Describe the variables affecting fluid and electrolyte balance.

PERFORMANCE OBJECTIVE

P.5.5 Given appropriate textbook, lecture/class discussion describe the variables affecting fluid and electrolyte balance. Performance must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E5.5.1 Discuss the effects of age on fluid and electrolyte balance.
E5.5.2 Discuss the effects of body sex on fluids and electrolyte balance.
E5.5.3 Discuss the effects of environmental temperature and/or lifestyle on fluid and electrolyte balance.
E5.5.4 Discuss the effects of levels of health on fluid and electrolyte balance.
E5.5.5 Compare the differences between normal anticipated changes and pathological processes on fluid and electrolyte balance.

CRITERION-REFERENCED MEASURE

C5.5 Performance must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Describe the variables that affect fluid and electrolyte balance.

SELECTED TOOLS AND MATERIALS

Textbook
Instructor made transparencies
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Burke, Shirley, R. "The Composition and Function of Body Fluids." St. Louis: C. V. Mosby. Co., 3rd ed., 1980.
"Fluids and Electrolytes." Nursing 88, January, 1988, p. 64.
Groer, N. W. "Physiology and Pathophysiology of the Body Fluids." St. Louis: C. V. Mosby Co., 1981.
Methany, Norma. "Quick Reference to Fluid Balance." Philadelphia: J. B. Lippincott Co., 1984.
Potter, Patricia A. and Anne G. Perry. "Fundamentals of Nursing." St. Louis: C. V. Mosby Co., 1985. Chapter 42.
Reed and Shepherd. "Regulation of Fluid and Electrolyte Balance: A Programmed Instruction in Clinical Physiology." 2nd ed., Philadelphia: W. B. Saunders Co.

CONTENT/CONCEPT

5. Developing a basic understanding of the concepts of fluids, electrolytes and acid-base balances.

TASK/COMPETENCY

5.6 Identify types of parenteral replacement fluids used to correct or prevent fluid and electrolyte disturbances.

PERFORMANCE OBJECTIVE

P.5.6 Given appropriate textbook, lecture/class discussion identify types of parenteral replacement fluids to correct of prevent fluid and electrolyte disturbances. Performance must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E5.6.1 Review anatomy and physiology of fluid compartments in the body.
E5.6.2 Review normal chemical components of interstitial, intravascular, and extravascular compartments.
E5.6.3 Compare contents and uses of available parenteral replacement fluids.

C5.6 Performance must be rated acceptable on an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review terminology and anatomy and physiology elating to fluid and electrolyte disturbances.
2. Provide scenarios for students giving client's lab values do students can identify the need for appropriate replacement.
3. Provide various types of parenteral replacement fluids.

SELECTED TOOLS AND MATERIALS

Textbook
Instructor made transparencies
Course syllabus
Containers of parenteral fluids

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Barto, Magdalene A. "Correcting Electrolyte Imbalances." R.N., February, 1987, p.30+.

Gesparis, Laura and others. "I.V. Solutions: Which One's Right for Your Patient?" Nursing 89, April, p. 62+.

Potter, Patricia A. and Anne G. Perry. "Fundamentals of Nursing." St. Louis: C. V. Mosby Co., 1985. Chapter 42.

CONTENT/CONCEPT

5. Developing a basic understanding of the concepts of fluids, electrolytes and acid-base balances.

TASK/COMPETENCY

5.7 Use the nursing process to provide care to a selected client with fluid and/or electrolyte imbalance.

PERFORMANCE OBJECTIVE

P.5.7 Given a selected client with altered fluids and electrolytes, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E5.7.1	Identify abnormal values that reflect electrolyte balance.
E5.7.2	Assess a client with risk factors for fluid and electrolyte imbalances.
E5.7.3	Assess a client's intake and output as it relates to fluid and electrolyte balance.
E5.7.4	Assess a client's laboratory studies as they relate to fluid and electrolyte balance.
E5.7.5	Make an accurate nursing diagnosis with fluid and/or electrolyte disturbance.
E5.7.6	Plan appropriate nursing interventions to correct or prevent complications of a fluid and/or electrolyte imbalance.
E5.7.7	Implement an appropriate plan of care on a selected client with altered fluids and/or electrolytes.
E5.7.8	Evaluate care and write a nursing care plan incorporating appropriate data.

CRITERION-REFERENCED MEASURE

5.7 Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide scenarios for students for practice in relating the nursing process to client's with abnormal fluid and electrolyte status (E5.7.1 - E5.7.8).
2. In the clinical setting, assist the students to relate the nursing process to selected clients (E5.7.1 - E5.7.8).

SELECTED TOOLS AND MATERIALS

Textbook
Instructor made transparencies
Course syllabus
Containers of parenteral fluids

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Barto, Magdalene A. "Correcting Electrolyte Imbalances." R.N., February, 1987, p.30+.
Calloway, Carla. "When the Problem Involves Magnesium, Calcium, or Phosphate." R.N., May, 1987, p.30+.
Potter, Patricia A. and Anne G. Perry. "Fundamentals of Nursing." St. Louis: C. V. Mosby Co., 1985. Chapter 42.
Toto, Kathleen. "When the Patient has Hyperkalemia." R.N., April, 1987, p.34+.
"When the Patient has Hyperkalemia." R.N., March, 1987, p.38+.

NURSING ARTICULATION - UNIT VI

CONTENT/CONCEPT

6. Implementing interventions for nursing practice

TASKS/COMPETENCIES

6.1 Calculate dosages for children and adults

6.2 Initiate IV therapy

6.3 Maintain IV therapy

6.4 Perform urinary catheterization

6.5 Change a dressing using sterile techniques

6.6 Suction a tracheostomy

6.7 Administer injections

6.8 Insert a nasogastric tube

6.9 Feed a client through a nasogastric tube (intermittently or continuously)

6.10 Feed a client through a gastrostomy tube

6.11 Perform a physical assessment of an adult

6.12 Perform a physical assessment of a child

6.13 Perform a mental health status examination of a selected client

* Many of these units are for review only. Practical nurses have already been taught these procedures and will only need to update their skills. Competencies may only need to be validated in the clinical area. Assistance may be needed in areas where alteration of nursing care plan is required.

CONTENT/CONCEPT

6. Implementing intervention for nursing practice

TASK/COMPETENCY

6.1 Compute drug dosages for adults and children

PERFORMANCE OBJECTIVE

P.6.1 Given drug dosage problems in the classroom setting and in the clinical setting, compute drug dosages for the client according to mathematical principles by written examination. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E6.1.1 Review abbreviations encountered in drug administration orders.
E6.1.2 Review systems of measurement in the United States:
- 6.1.2.1 Metric
- 6.1.2.2 Apothecaries
- 6.1.2.3 Household

E6.1.3 Review conversion of dosages from one unit to another unit.
E6.1.4 Review reading and interpreting physician's drug orders.
E6.1.5 Review computation of drug dosages in one system.
E6.1.6 Review computation of drug dosages in two systems.
E6.1.7 Review computation of drug dosages in unit measurement.
E6.1.8 Review computation of preparation of medications from powder and crystals.
E6.1.9 Review computation of children's dosages using Mg/Kg method.
E6.1.10 Review computation of children's dosage using BSA method

CRITERION-REFERENCED MEASURE

C6.1 Compute accurate drug dosages for adults and children by written examination in the classroom and in the clinical area in accordance with mathematical principles, standards of nursing practice, and agency guidelines. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide computerized instruction for drug dosage calculation (E6.1.2, 3, E6.1.5 - E6.1.10).
2. Provide worksheets for each component of drug dosage calculation (E6.1.3 - E6.1.10).
3. Provide basic mathematics worksheets (E6.1.2 - E6.1.10).
4. Provide simulated situations for student to complete drug dosage calculations.
5. Have students complete drug dosage calculations in the clinical setting.
6. Provide worksheet of accepted abbreviations encountered in drug administration.

SELECTED TOOLS AND MATERIALS

Computer lab available to students
Drug dosage worksheets
Computer software drug dosage calculation
Simulated situation for drug dosage

SELECTED AUDIOVISUAL MATERIALS

Audio-Tutorial - M dosages

SELECTED REFERENCES

Brown. M, Mulholland, J. L. Drug Calculations. 3rd ed. St. Louis, MO: C.V. Mosby Co., 1988.
Clark, J.B., Queener, S.F., and Karb, V.B. Pharmacological Basis of Nursing Practice. 3rd ed. St. Louis, MO: Mosby Co., 1990, pp. 73-115.

CONTENT/CONCEPT

6. Implementing intervention for nursing practice

TASK/COMPETENCY

6.2 Initiate intravenous therapy

PERFORMANCE OBJECTIVE

P.6.2 Given an adult client with a written physician's order to have intravenous therapy, initiate a peripheral intravenous infusion according to principles (ANA and CDC), standards of nursing practice, and agency guidelines. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

- E6.2.1 Relate intravenous therapy to the nursing practice.
- E6.2.2 Demonstrate use of aseptic technique while initiating intravenous therapy.
- E6.2.3 Demonstrate use of therapeutic communication techniques with client.
- E6.2.4 Identify factors in site selection:
    - 6.2.4.1 Suitable location.
    - 6.2.4.2 Purpose of infusion.
    - 6.2.4.3 Expected duration of therapy.
    - 6.2.4.4 Condition of client's veins.
    - 6.2.4.5 Restrictions imposed by patient's clinical status.
    - 6.2.4.6 Dominant extremity
- E6.2.5 Select appropriate equipment.
- E6.2.6 Maintain patient safety.
- E6.2.7 Perform venipuncture.
- E6.2.8 Apply dressing to venipuncture site.
- E6.2.9 Document initiation of IV therapy appropriately.

CRITERION-REFERENCED MEASURE

C6.2 Initiate peripheral intravenous infusion on an adult client in accordance with principles of intravenous therapy, standards of nursing practice, and agency guidelines. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide video regarding initiating intravenous therapy (E6.2.2 - E6.2.6, 8, 9).
2. Demonstrate initiation of intravenous therapy (E6.2.2 - E6.2.9).
3. Provide equipment for student in laboratory (E6.2.4, 7, 8).
4. Discuss with student how the initiation of intravenous therapy relates to the nursing process (E6.2.1).

SELECTED TOOLS AND MATERIALS

IV equipment
- Bags/Bottles - 50ml., 100ml., 250ml., 500ml., 1000ml.
- Various tubings, filters, stopclocks
- Needles, angiocatheters
- IV poles

Mannequin for practice of insertion of peripheral IV

SELECTED AUDIOVISUAL MATERIALS

Video: "Initiating IV Therapy" Medcom 1988

SELECTED REFERENCE

Matheby, Norma M. "Fluid and Electrolyte Balance, Nursing Considerations." (1st Edition) Philadelphia, PA: J.B. Lippincott, 1987, Chapter 10.
Potter, P. and Perry, A. "Basic Nursing Theory and Practice." St. Louis, MO: C.V. Mosby Co., 1987.
Brunner/Suddarth
Beare/Myers
Taylor, C., Lillis, C., and LeMone, P. "Fundamentals of Nursing." Philadelphia, PA: J.B. Lippincott Co., 1989.
Luckmann/Sorenson

CONTENT/CONCEPT

6. Implementing interventions for nursing practice.

TASK/COMPETENCY

6.3 Maintain intravenous therapy.

PERFORMANCE OBJECTIVE

P.6.3 Given a client who has an intravenous infusing, maintain infusion of fluid/medication at the prescribed rate and amount according to the principles of intravenous therapy, standards of nursing practice, and agency guidelines. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E6.3.1 Relate intravenous therapy to nursing process.
E6.3.2 Perform assessment on a patient who is receiving intravenous therapy.
    6.3.2.1 Site
    6.3.2.2 Fluid infusing
    6.3.2.3 Ordered fluid and rate
    6.3.2.4 Rate infusing
    6.3.2.5 Amount to be infused
    6.3.2.6 Integrity of system
E6.3.3 Demonstrate familiarity with IV equipment
    6.3.3.1 Bag/Bottles
    6.3.3.2 Tubing
    6.3.3.3 Types of needles
    6.3.3.4 Infusion pumps
    6.3.3.5 Secondary infusion equipment
    6.3.3.6 Primary infusion equipment
    6.3.3.7 Filters
E6.3.4 Demonstrate familiarity with volume control pumps.
E6.3.5 Demonstrate familiarity with partially implanted central venous catheters.
E6.3.6 Demonstrate familiarity with totally implanted central venous catheters.
E6.3.7 Identify kinds of fluids currently used.
E6.3.8 Identify specific types of fluid(s) being used on a client and relate it to the pathophysiology of the client.
E6.3.9 Minimize risk of inflammation, infiltration, and occlusion of intravenous infusion.
E6.3.10 Change tubing on intravenous fluids aseptically.
E6.3.11 Record accurately information regarding IV therapy.

E6.3.12 State importance of site rotation.

E6.3.13 Determine flow rate calculation in relation to physician's order, fluid type, and type of tubing (both pediatric and adult).

E6.3.14 Identify specific types of equipment use according to safety and need of patient (both pediatric and adult).

E6.3.15 State factors influencing flow rate of an IV in an individual.

E6.3.16 Identify potential incompatibilities in medication administration.

E6.3.17 State potential local complications of intravenous therapy.

E6.3.18 State potential systemic complication of intravenous therapy.

E6.3.19 Identify local and systemic complications of intravenous therapy.

E6.3.20 Demonstrate nursing measures to prevent all complications of intravenous therapy.

E6.3.21 Demonstrate a heparin lock flush.

E6.3.22 Demonstrate a central venous catheter flush.

E6.3.23 Demonstrate conversion of an intravenous to herapin lock.

CRITERION-REFERENCED MEASURE

C6.3 Maintain intravenous therapy on all clients who have an IV in accordance with principles of nursing practice, and agency guidelines. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide video tape on IV therapy (Medcom) (E6.3.2 - E6.3.14).
2. Demonstrate equipment used currently (E6.3.3 - E6.3.7, E6.3.21 - E6.3.23).
3. Provide equipment in the laboratory (E6.3.3 - E6.3.7, E6.3.21 - E6.3.23).
4. Observe student performance of an assessment of an infusing IV in a client (E6.3.2).
5. Discuss with student prior to, during, and after care of a client the purpose of his/her IV therapy, potential complications of the therapy, nursing measures to prevent complications, individual factors influencing flow rate (E6.3.8-E6.3.20).
6. Discuss with student how IV therapy becomes part of nursing process (E6.3.1, E6.3.20).
7. Discuss with student fluids/medications infusing intravenously and interrelationship with each other and to the patient (E6.3.1, E6.3.16).

SELECTED TOOLS AND MATERIALS

IV Equipment
- Bag/Bottles
- Tubing
- Types of needles
- Infusion pumps
- Secondary infusion equipment
- Primary infusion equipment
- Filters

Guide for documenting maintenance of intravenous therapy

SELECTED AUDIOVISUAL MATERIALS

Video:

Intravenous Therapy. 1/2" for home viewing
Maintenance of Intravenous Therapy. Medcom, 1989.

SELECTED REFERENCES

Beare/Myers
Brunner/Suddarth
Luckmann/Sorenson
Potter, P. and Perry A. Basic nursing Theory and Practice. St. Louis Mo: C.V. Mosby Co., 1987.
Taylor/Lillis/Lemone
Methany, Norma M. fluid and Electrolyte Balance, Nursing Considerations. 1st ed. Philadelphia, Pa: J.B. Lippincott, 1987. Chapter 10.

CONTENT/CONCEPT

6. Implementing intervention for nursing practice.

TASK/COMPETENCIES

6.4 Perform urinary catheterization.

PERFORMANCE OBJECTIVE

P.6.4 Given a clinical situation, catheterize a client according to client needs, standards of nursing practice and agency guidelines. Performance must be rated acceptable on both an academic and a clinical criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E6.4.1 Review principles of safety related to catheterization of the client.
E6.4.2 Review principles of sterile techniques in during catheterization.
E6.4.3 Review reasons for catheterization.
E6.4.4 Review equipment for procedure.
E6.4.5 Review organizational skills when performing catheterizations.
E6.4.6 Review client comfort measures used when performing catheterizations.
E6.4.7 Review therapeutic communication during catheterization.
E6.4.8 Review pertinent information to be communicated regarding catheterization in oral/written form.
E6.4.9 Alter nursing care plan as needed.
E6.4.10 Teach patient/family needed information.

CRITERION-REFERENCED MEASURES

C6.4 With supervision, catheterize a client according to of the client, standards of nursing practice and agency guidelines. Performance must be rated acceptable on both an academic and a clinical criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Make a available video on catheterization (E6.4.1 - E6.4.8).
2. Provide equipment for practice if needed (E6.4.1 - E6.4.8).
3. Provide examples of nursing care plans and practice alterations according to given information (E6.4.9).
4. Role play patient teaching according to information given by instructor (E6.4.10).

SELECTED TOOLS AND MATERIALS

Medcom, Basic Clinical Skills Series - "Urethral Catheterization", 1985. Showing Time 23:16 mins.

SELECTED AUDIOVISUAL MATERIALS

Policy of Institution
Catheterization trays
Nursing care plan examples

SELECTED REFERENCES

Brunner, L., et al. The Lippincott Manual of Nursing Practice. 4th ed. Philadelphia: J.B. Lippincott Co., 1988.
Potter, Patricia A. and Anne G. Perry. Basic Nursing Theory and Practice. St. Louis: C. V. Mosby Co., 1987.
Lewis, L.W. and Timby, B. Fundamental Skills and Concepts in Patient Care. 3rd ed. Philadelphia: J.B. Lippincott Co., 1988.
Wieck, L., et al. Illustrated Manual of Nursing Techniques. 3rd ed. Philadelphia: J.B. Lippincott Co., 1986.

CONTENT/CONCEPT

6. Implementing intervention for nursing practice.

TASK/COMPETENCIES

6.5 Change sterile dressing.

PERFORMANCE OBJECTIVE

P.6.5 Given a clinical situation, apply/change sterile dressings according to client needs, standards of nursing practice and agency guidelines. Performance must be rated acceptable on both an academic and a clinical criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E6.5.1 Review principles of safety related to sterile dressing application/change.
E6.5.2 Review principles of sterile techniques in dressing application/change.
E6.5.3 Review organizational skills when applying/changing dressings.
E6.5.4 Review client comfort measures used when applying /changing dressings.
E6.5.5 Review therapeutic communication during application /change of dressings.
E6.5.6 Review purpose of dressings.
E6.5.7 Adapt dressing application/change principles to individual patient needs.
6.5.8 Review information that may need to be communicated following dressing application/change (both oral/written).
E6.5.9 Alter nursing care plan as needed.
E6.5.10 Teach patient/family needed information concerning wound care.

CRITERION-REFERENCED MEASURES

C6.5 With supervision, apply/change a sterile dressing according to individual needs of the patient. Performance must be rated acceptable on both an academic and a clinical criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide policy/procedure/text for student review (E6.5.1 - E6.5.10).
2. Provide a video (E6.5.1 - E6.5.8).
3. Provide materials for practice as needed (E6.5.1 - E6.5.8).
4. Discuss possible changes that may be made on the nursing care plan (E6.5.9).
5. Discuss teaching needs of client with dressings (E.6.10).

SELECTED TOOLS AND MATERIALS

Materials for dressing
Video/filmstrip for viewing if needed
Examples of care plans

SELECTED AUDIOVISUAL MATERIALS

Trainex Corp., filmstrip and tape: "Sterile Technique and Dressing Change."

SELECTED REFERENCES

Brunner, L., et al. The Lippincott Manual of Nursing Practice. 4th ed. Philadelphia: J.B. Lippincott Co., 1988.
Potter, Patricia A. and Anne G. Perry. Basic Nursing Theory and Practice. St. Louis: C. V. Mosby Co., 1987.
Lewis, L.W. and Timby, B. Fundamental Skills and Concepts in Patient Care. 3rd ed. Philadelphia: J.B. Lippincott Co., 1988.
Wieck, L., et al. Illustrated Manual of Nursing Techniques. 3rd ed. Philadelphia: J.B. Lippincott Co., 1986.

CONTENT/CONCEPT

6. Implementing intervention for nursing practice

TASK/COMPETENCIES

6.6 Suction a tracheostomy

PERFORMANCE OBJECTIVE

P.6.6 Given a clinical situation, suction a tracheostomy according to client needs, standards of nursing practice and agency guidelines. Performance must be rated acceptable on both an academic and a clinical criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E6.6.1 Review principles of safety related to suctioning a tracheostomy.
E6.6.2 Review principles of sterile techniques in tracheostomy suctioning.
E6.6.3 Review organizational skills needed in tracheostomy suctioning.
E6.6.4 Review client comfort measures used while suctioning a tracheostomy.
E6.6.5 Review therapeutic communication techniques used during tracheostomy suctioning.
E6.6.6 Review pertinent information concerning tracheostomy suctioning that may need to be communicated both oral and written.
E6.6.7 Alter nursing care plan as needed following tracheostomy suctioning.
E6.6.8 Review teaching needs of client/family concerning tracheostomy suctioning.

CRITERION-REFERENCED MEASURES

C6.5 With supervision, suction a tracheostomy according to client needs, standards of nursing practice and agency guidelines. Performance must be rated acceptable on both an academic and a clinical criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Make available slides on tracheostomy suctioning for review as needed (E6.6.1 - E6.6.6).
2. Provide policy/procedure for agency (E6.6.1 - E6.6.6).
3. Discuss examples of alterations of the nursing care plan (E6.6.7).

SELECTED TOOLS AND MATERIALS

Suctioning equipment

SELECTED AUDIOVISUAL MATERIALS

American Journal of Nursing Co., Educational Services Division, Slides and tape: "Care of the Patient With Respiratory Problems - Tracheostomy."

SELECTED REFERENCES

Brunner, L., et al. The Lippincott Manual of Nursing Practice. 3rd ed. Philadelphia: J.B. Lippincott Co., 1988.

Potter, Patricia A. and Anne G. Perry. "Fundamentals of Nursing." St. Louis: C. V. Mosby Co., 1987.

Lewis, L.W. and Timby, B. Fundamental Skills and Concepts in Patient Care. 3rd ed. Philadelphia: J.B. Lippincott Co., 1988.

Wieck, L., et al. Illustrated Manual of Nursing Techniques. 3rd ed. Philadelphia: J.B. Lippincott Co., 1986.

CONTENT/CONCEPT

6. Implementing interventions for nursing practice.

TASK/COMPETENCIES

6.7 Administer injections.

PERFORMANCE OBJECTIVE

P.6.7 Given a clinical situation, administer an injection according to the needs of the client, standards of nursing practice, and agency guidelines. Performance must be rated acceptable on both an academic and a clinical criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E6.7.1 Review principles of safety related to administration of injections.
E6.7.2 Review principles of sterile technique during injection procedure.
E6.7.3 Review organizational skills in administration of injections.
E6.7.4 Review appropriate equipment for the administration of injection.
E6.7.5 Review reconstruction of medications as needed.
E6.7.6 Review appropriate sites for administration of intramuscular sites for adult clients.
E6.7.7 Review appropriate sites for infants and children when administrating intramuscular injections.
E6.7.8 Review appropriate sites for administration of subcutaneous injections in adults.
E6.7.9 Review appropriate sites for administration of subcutaneous injections in infants and children.
E6.7.10 Review appropriate sites for intradermal injections.
E6.7.11 Review client comfort measures while administering injection.
E6.7.12 Review communication skills needed during administration of injections.
E6.7.13 Review information that may need to be communicated concerning the client/family administration of injection/medication, both oral/ written.
E6.7.14 Alter nursing care plan as needed.
E6.7.15 Teach client/family needed information concerning injection/medication administered.

CRITERION-REFERENCED MEASURE

C6.7 With supervision, administer an injection to a client according to their needs, agency guidelines and standards of nursing practice. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students review procedure in text and practice with model as needed (E6.7.1 - E6.7.15).
2. Provide video for students to review as needed (E6.7.1 - E6.7.15).
3. Provide policy/procedure for agency (E6.7.1 - E6.7.15).

SELECTED TOOLS AND MATERIALS

Syringes and supplies for practice

SELECTED AUDIOVISUAL MATERIALS

Concept Media, Pediatrics, Physical Care, "Administration of Oral and IM." tape and filmstrip, 1987.

SELECTED REFERENCES

Brown, M. Mulholland. J.L. Drug Calculations. 3rd. ed. St. Louis, MO: C.V. Mosby Co., 1988.
Clark, J.B., Queener, S.F., and Karb, V.B. Pharmacological Basis of Nursing Practice 3rd ed. St. Louis, MO: C.V. Mosby Co., 1989.
Lewis, L.W. and Timby, B. Fundamental Skills and Concepts in Patient Care. 3rd ed. Philadelphia: J.B. Lippincott Co., 1988.
Rice, J. and Skelley, E. Medications and Mathematics For the Nurse. 6th ed. Albany, NY: Delmar Publishers Inc., 1982.

CONTENT/CONCEPT

6. Implementing interventions for nursing practice.

TASK/COMPETENCIES

6.8 Insert a naso-gastric tube.

PERFORMANCE OBJECTIVE

P.6.8 Given a clinical and/or simulated situation, insert a nasogastric tube according to client needs, standards of nursing practice and agency guidelines. Performance must be rated acceptable on both an academic and a clinical criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E6.8.1 State principles of safety related to insertion of a nasogastric tube
  6.8.1.1 placement
  6.8.1.2 positioning of patient
  6.8.1.3 risk factors
E6.8.2 Demonstrate principles of medical asepsis during procedure.
E6.8.3 Demonstrate organizational skills while inserting nasogastric tube.
E6.8.4 Demonstrate patient comfort measures during nasogastric insertion.
E6.8.5 Demonstrate therapeutic communication during nasogastric tube insertion.
E6.8.6 Identify types of nasogastric tubes.
E6.8.7 State the purpose of nasogastric tubes.
E6.8.8 State reasons why nasogastric tubes are used.
E6.8.9 Demonstrate therapeutic communication during nasogastric tube insertion.
E6.8.10 Communicate pertinent information both oral and written regarding nasogastric intubation.
E6.8.11 Alter nursing care plan according to results of nasogastric intubation.
E6.8.12 Teach patient/family needed information concerning nasogastric intubation.

CRITERION-REFERENCED MEASURE

C6.8 With supervision, insert a nasogastric tube according to client needs, standards of nursing practice and agency guidelines. Performance must be rated acceptable on both an academic and a clinical criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show video on nasogastric intubation (E6.8.1 - E6.8.12).
2. Provide various types of tubes (E6.8.6).
3. Demonstrate procedure (E6.8.1 - E6.8.12).
4. Supervise practice (E6.8.1 - E6.8.12).

SELECTED TOOLS AND MATERIALS

Textbook
Policy/procedure of institution
Equipment for practice

SELECTED AUDIOVISUAL MATERIALS

Filmstrip and Tape:

Trainex Corp. Patient Care Special Needs Series: "Nasogastric Intubation and Gavage Feeding," 1986.

SELECTED REFERENCES

Brunner, L., et al. The Lippincott Manual of Nursing Practice. 4th ed. Philadelphia: J.B. Lippincott Co., 1988.

Potter, Patricia A. and Anne G. Perry. "Fundamentals of Nursing." St. Louis: C. V. Mosby Co., 1985. Chapter 42.

Lewis, L.W. and Timby, B. Fundamental Skills and Concepts in Patient Care. 3rd ed. Philadelphia: J.B. Lippincott Co., 1988.

Wieck, L., et al. Illustrated Manual of Nursing Techniques. 3rd ed. Philadelphia: J.B. Lippincott Co., 1988.

CONTENT/CONCEPT

6. Implementing intervention for nursing practice.

TASK/COMPETENCIES

6.9 Feed a client through a nasogastric tube (intermittently or continuously).

PERFORMANCE OBJECTIVE

P.6.9 Given a clinical assignment, administer a feeding through a nasogastric tube according to client needs, nursing standards and agency guidelines. Performance must be rated acceptable on both a clinical and an academic criterion- referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E6.9.1 Review principles of safety related to nasogastric feedings.
  6.9.1.1 placement
  6.9.1.2 residual
  6.9.1.3 position of client
  6.9.1.4 risk factors
E6.9.2 Review needed equipment for administration of feeding (intermittent or continuous).
E6.9.3 Review organizational skills while administrating feeding.
E6.9.4 Review principles of client comfort while administrating a feeding via a nasogastric tube.
E6.9.5 Review therapeutic communication skills during administration feeding.
E6.9.6 Review pertinent information concerning feeding that may need to be communicated (both oral and written).
E6.9.7 Alter nursing care plan as needed.
E6.9.8 Review teaching needs of client/family.

CRITERION-REFERENCED MEASURE

C6.9 With supervision, administer a feeding through a nasogastric tube according to client needs, standards of nursing practice, and agency guidelines. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide tape and filmstrip and/or video for review E6.9.1 - E6.9.8).
2. Provide equipment for practice as needed (E6.9.2).
3. Policy/procedure of institution where experience is obtained (E6.9.1 - E6.9.8).

SELECTED TOOLS AND MATERIALS

Equipment for practice

SELECTED AUDIOVISUAL MATERIALS

Filmstrip and tape, Trainex Corporation, Patient Care Series: "Nasogastric Intubation and Gavage Feeding", 1986.

SELECTED REFERENCES

Brunner, L., et al. *The Lippincott Manual of Nursing Practice*. 4th ed. Philadelphia: J.B. Lippincott Co., 1988.

Potter, Patricia A. and Anne G. Perry. "Fundamentals of Nursing." St. Louis: C. V. Mosby Co., 1985. Chapter 42.

Lewis, L.W. and Timby, B. *Fundamental Skills and Concepts in Patient Care*. 3rd ed. Philadelphia: J.B. Lippincott Co., 1988.

Wieck, L., et al. *Illustrated Manual of Nursing Techniques*. 3rd ed. Philadelphia: J.B. Lippincott Co., 1988.

CONTENT/CONCEPT

6. Implementing intervention for nursing practice.

TASK/COMPETENCIES

6.10 Feed a client through gastrostomy tube.

PERFORMANCE OBJECTIVE

P.6.10 Given a clinical situation, administer a feeding through a gastrostomy according to patient needs, standards of nursing practice and agency guidelines. Performance must be rated acceptable on both an academic and a clinical criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E6.10.1 Review principles of safety related to gastrostomy feedings.
E6.10.2 Review needed equipment for administration of feeding.
E6.10.3 Review principles of medical asepsis during feeding.
E6.10.4 Review organizational skills while administrating feeding.
E6.10.5 Review principles of client comfort while administering feeding.
E6.10.6 Review therapeutic communication skills during administration of feeding.
E6.10.7 Review information concerning feeding that may need to be communicated.
E6.10.8 Alter nursing care plan as needed.
E6.10.9 Teach client/family needed information about gastrostomy feeding.

CRITERION-REFERENCED MEASURE

C6.10 With supervision, administer a gastrostomy feeding according to client needs, standards of nursing practice, and agency guidelines. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide equipment for practice as needed (E6.10.1 - E6.10.9).
2. Provide policy/procedure of institution where experience is obtained (E6.10.1 - E6.10.9).
3. Provide examples of nursing care plans and have students practice changing according to information given (E6.10.8).
4. Review teaching needs of client according to information given (E6.10.9).

SELECTED TOOLS AND MATERIALS

None identified

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Brunner, L., et al. The Lippincott Manual of Nursing Practice. 4th ed. Philadelphia: J.B. Lippincott Co., 1988.

Potter, Patricia A. and Anne G. Perry. "Fundamentals of Nursing." St. Louis: C. V. Mosby Co., 1985. Chapter 42.

Lewis, L.W. and Timby, B. Fundamental Skills and Concepts in Patient Care. 3rd ed. Philadelphia: J.B. Lippincott Co., 1988.

Wieck, L., et al. Illustrated Manual of Nursing Techniques. 3rd ed. Philadelphia: J.B. Lippincott Co., 1988.

CONTENT/CONCEPT

6. Implementing interventions for nursing practice.

TASK/COMPETENCY

6.11 Perform a nursing history/physical assessment on an adult.

PERFORMANCE OBJECTIVE

P.6.11 Given an adult client in the clinical setting, perform a complete nursing history/physical assessment according to instructor's guidelines and complete the written nursing history/physical assessment form provided by the instructor. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E6.11.1 Relate physical assessment to the nursing practice.
E6.11.2 Identify objective data to be included in general survey.
E6.11.3 Identify measurements to be included in general impressions.
E6.11.4 Review techniques for performing these measurements
    6.11.4.1 weight
    6.11.4.2 temperature (Rectal, Axillary, Oral)
    6.11.4.3 blood pressure
    6.11.4.4 pulse
    6.11.4.5 respiration
E6.11.5 Relate objective and subjective data to client's history.
E6.11.6 Perform nursing history using therapeutic interview techniques.
E6.11.7 Perform nursing examination.

CRITERION-REFERENCED MEASURE

C6.11 Complete a nursing history and nursing physical assessment on a selected adult client in accordance with instructor's guidelines, standards of nursing practice, and agency guidelines. Performance must be rated acceptable on both an academic and a clinical criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide video tape on interview techniques (E6.11.6).
2. Provide video tape on breath sounds (E6.11.7).
3. Provide video on heart sounds (E6.11.7).
4. Have student perform a physical assessment on classmate in the campus laboratory before going to the clinical area (E6.11.2 - E6.11.6, 7).
5. Have student complete a nursing history and a physical assessment guide before going to the clinical area (E6.11.2 - E6.11.7).
6. Have student select nursing diagnosis based on information gathered from nursing history and physical assessment

SELECTED TOOLS AND MATERIALS

Nursing history form
Physical assessment form
Stethoscope
Scale
Sphygmomanometer
Thermometer
Tape measure
Small flashlight
Doppler
Turning fork
Percussion hammer

SELECTED AUDIOVISUAL MATERIALS

Heart Sounds Video (Springhouse)
Breath Sounds Video "Understanding Lung Sounds"
Filmstrip of Interview Technique - "Therapeutic Communications"

SELECTED REFERENCES

Taylor, C., Lillis, C., & Lemone, P. "Fundamentals of Nursing." Philadelphia, PA: J.B. Lippincott Co., 1989, pp. 253-272, pp. 391-429, pp. 430-483.

Weber, Janet. "Nurses' Handbook of Health Assessment." Philadelphia, PA: J.B. Lippincott Co. 1988.

CONTENT/CONCEPT

6. Implementing interventions for nursing practice.

TASK/COMPETENCY

6.12 Perform a physical assessment on an infant/child

PERFORMANCE OBJECTIVE

P.6.12 Given an selected client in the clinical setting, perform a physical assessment on an infant and a child in accordance with the instructor's guidelines and complete the written physical assessment form provided by the instructor. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E6.12.1 Identify approach needed to perform a physical assessment on an infant/child based on developmental stage.

E6.12.2 Demonstrate techniques for assessing infant/child according to his developmental stage utilizing the appropriate tool.

E6.12.3 Relate physical assessment to the nursing process.

E6.12.4 Review techniques for performing objective measurements on an infant/child.
- 6.12.4.1 weight
- 6.12.4.2 temperature
- 6.12.4.3 blood pressure
- 6.12.4.4 pulse
- 6.12.4.5 respiration

E6.12.5 Compare normal infant/child assessment with normal adult assessment.

E6.12.6 Identify components of nursing examination for the infant/child.

CRITERION-REFERENCED MEASURE

C6.12 Complete a nursing physical assessment on an infant and child in accordance with the instructor's guidelines, standards of nursing practice and agency guidelines. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide video tape on interaction skills with children (E6.12.1).
2. Demonstrate therapeutic approaches to children (E6.12.1, 2).
3. View video tape of physical assessment of neonate (E6.12.4, 6).
4. Provide complete physical assessment guide for infant/child before going to the clinical area (E6.12.4, 6).
5. Have student perform Denver Developmental Screening of child (E6.12.2).
6. Have students to perform a gestational assessment on a neonate (E6.12.2, 6).
7. Instruct student on how to choose nursing diagnoses from assessment data collected (E6.12.3).
8. Prepare a table of comparative assessment data between adults and infant/child (E6.12.5).

SELECTED TOOLS AND MATERIALS

Infant/Child Assessment Guide Tools
Stethoscope - infant/child size
Infant Scale
Sphygmomanometer
Thermometer
Tape measure

SELECTED AUDIOVISUAL MATERIALS

Video - Physical Assessment of the Neonate
Video - Communication Techniques for Children
Video - Denver Developmental Assessment
Filmstrip - Styles of Interaction (Pediatrics)

SELECTED REFERENCES

Ladewig, P.W., London, M.L. & Olds, S.B. "Essentials of Maternal-Newborn Nursing." (2nd Edition) Redwood City, N.J.: Addison-Wesley, 1990. Chapters 16, 21, 22, 24.

Whaley, L. and Wong, D.L. "Nursing Care of Infants and Children." St. Louis, MO.: C.V. Mosby Co.

Weber, Janet. "Nurses' Handbook of Health Assessment." Philadelphia, PA: J.B. Lippincott Co., 1988, pp. 312, 318, 324, 330, 344, 364.

CONTENT/CONCEPT

6. Implementing interventions for nursing practice.

TASK/COMPETENCY

6.13 Perform a mental health status assessment on a selected client with a behavioral modification.

PERFORMANCE OBJECTIVE

P.6.13 Given a selected client in a clinical setting, perform a mental health status assessment utilizing therapeutic interviewing techniques in accordance with the instructor's guidelines complete a mental health status assessment form provided by the instructor. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E6.13.1 Relate a mental health status to the nursing process.
E6.13.2 State importance of a physical assessment in a client with a behavioral modification.
E6.13.3 Review therapeutic interviewing techniques.
E6.13.4 Identify components of the mental health status assessment.

CRITERION-REFERENCED MEASURE

C6.13 Complete a mental health status assessment on a selected client/s and complete a mental health status assessment form in accordance with instructor's guidelines, standards of nursing practice and agency guidelines. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide filmstrips/videos regarding interview techniques (E6.13.3).
2. Demonstrate mental health status assessment (E6.13.4).
3. Have student perform a mental health status assessment on a classmate or family member prior to performance on a client (E6.13.4).
4. Have student complete a mental health status assessment on a client (E6.13.4).
5. Discuss students feelings about involvement in a mental health status assessment (E6.13.3).
6. Discuss difficulties students encountered in performing mental health status assessments (E6.13.3, 4).
7. Discuss the relationship of physical assessment and mental health assessment in a client with a behavioral modification (E6.13.3, 4).
8. Instruct student how to select appropriate nursing diagnosis based on assessment data gathered from a client with behavioral modification (E6.13.1).

SELECTED TOOLS AND MATERIALS

Mental health status assessment guide

SELECTED AUDIOVISUAL MATERIALS

Video - Interview Technique
Filmstrip - Communication Blockers

SELECTED REFERENCES

Taylor, Cecelia Monat. "Essentials of Psychiatric Nursing." (13th Edition) St. Louis, MO.: C.V. Mosby Co.

NURSING ARTICULATION - UNIT VII

PROPOSED CONTENT/CONCEPT AREA

7. Caring for clients across the life span with disturbances in role-relationship pattern related to dysfunctional behavior

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TASK/COMPETENCIES

7.1 Assess the client for the defining characteristics and etiological factors of impaired verbal communication, defensive coping and/or impaired social interaction

7.2 Plan care for the client with impaired verbal communication, defensive coping and/or impaired social interaction

7.3 Implement care for the client with impaired verbal communication, defensive coping and/or impaired social interaction

7.4 Evaluate care of the client with impaired verbal communication, defensive coping and/or impaired social interaction

7.5 Use the nursing process to provide care for a selected client with an anxiety disorder

7.6 Use the nursing process to provide care for a selected client with a personality disorder

7.7 Use the nursing process to provide care for a selected client with a disorder of mood; depressed and manic behavior

7.8 Use the nursing process to provide care for a selected client with schizophrenic disorder

7.9 Use the nursing process to provide care for a selected client with delusional and/or acting out behaviors; suspicious, hostile and/or aggressive behaviors

7.10 Use the nursing process to provide care for a selected client with substance abuse

7.11 Use the nursing process to provide care for a selected client with an eating disorder; anorexia nervosa and/or bulimia

CONTENT/CONCEPT

7. Caring for clients across the life span with disturbances in Role-Relationship patterns related to dysfunctional behavior.

TASK/COMPETENCY

7.1 Assess the client for the defining characteristics and etiological factors of impaired verbal communication, defensive coping and/or impaired social interaction.

PERFORMANCE OBJECTIVE

P.7.1 Given the textbook and related learning resources, assess the client for the defining characteristics and etiological factors of impaired verbal communication, defensive coping and/or impaired social interaction. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E7.1.1 Review the psychodynamics of impaired verbal communication, defensive coping and/or impaired social interaction.

E7.1.2 Interview a client and/or a significant other to obtain information related to current or past behavioral problems and the presence of risk factors.

E7.1.3 Explain the psychodynamics for subjective and objective data related to impaired communication, defensive coping and/or impaired social interaction

E7.1.4 Assess the client for the following: impaired communication, defensive coping and/or impaired social interaction.

CRITERION-REFERENCED MEASURE

C7.1 Assess the client for the defining characteristics and etiological factors of impaired communication, defensive coping and/or impaired social interaction. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

CONTENT/CONCEPT

7. Caring for clients across the life span with disturbances in Role-Relationship patterns related to dysfunctional behavior.

TASK/COMPETENCY

7.1 Assess the client for the defining characteristics and etiological factors of impaired verbal communication, defensive coping and/or impaired social interaction.

PERFORMANCE OBJECTIVE

P. 7.1 Given the textbook and related learning resources, assess the client for the defining characteristics and etiological factors of impaired verbal communication, defensive coping and/or impaired social interaction. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 7.1.1 Review the psychodynamics of impaired verbal communication, defensive coping and/or impaired social interaction.

E 7.1.2 Interview a client and/or a significant other to obtain information related to current or past behavioral problems and the presence of risk factors.

E 7.1.3 Explain the psychodynamics for subjective and objective data related to impaired communication, defensive coping and/or impaired social interaction

E 7.1.4 Assess the client for the following: impaired communication, defensive coping and/or impaired social interaction.

CRITERION-REFERENCED MEASURE

C7.1 Assess the client for the defining characteristics and etiological factors of impaired communication, defensive coping and/or impaired social interaction. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the psychodynamics of impaired verbal communication, defensive coping and/or impaired social interaction (E7.1.1).
2. Discuss pertinent questions to be asked in obtaining information on health history (E7.1.2).
3. Evaluate students' nursing histories relative to behavioral functioning (E7.1.2).
4. For subjective and objective data, discuss psychodynamics of each nursing diagnosis (E7.1.3).
5. Demonstrate mental status assessment techniques (E7.1.4).
6. Supervise student practice of mental status assessment techniques (E7.1.4).

SELECTED TOOLS AND MATERIALS

Textbook

Handout: Mental Status Questionnaire

SELECTED AUDIOVISUAL MATERIALS

"Mental Status Examination" - 138.1, Concept Media, 1989

"DSM III" - 134.2, Concept Media, 1989

SELECTED REFERENCES

Taylor, C. *Mereness' Essentials of Psychiatric Nursing*. 12th Ed. St. Louis: C.V. Mosby Co. 1988.
Weber, J. *Nurses' Handbook of Health Assessment*. Philadelphia: J.B. Lippincott Co. 1988.
Schultz, J. and Dark, S. *Manual of Psychiatric Nursing Care Plans*. 3rd Ed. Glenview: Scott, Foresman and Co. 1990.

CONTENT/CONCEPT

7. Caring for clients across the life span with disturbances in role-relationship pattern related to dysfunctional behavior.

TASK/COMPETENCY

7.2 Plan care for the client with impaired verbal communication, defensive coping, and/or impaired social interaction.

PERFORMANCE OBJECTIVE

P.7.2 Given the textbook, related learning resources and a real or hypothetical client with a nursing diagnosis of impaired communication, defensive coping, and/or impaired social interaction, plan care for the client. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E7.2.1 Establish client-centered goals.
E7.2.2 Develop 3-6 selected measurable objectives to achieve client-centered goals.
E7.2.3 Write nursing orders to achieve each objective.
E7.2.4 Explain the rationale for each nursing order.

CRITERION-REFERENCED MEASURE

C7.2 Plan care for the client with impaired communication, defensive coping and/or impaired social interaction. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assist students in writing client-centered goals for selected nursing diagnoses (E7.2.1).
2. Assist students in writing measurable objectives to achieve client-centered goals (E7.2.2).
3. Assist students in writing nursing orders for each objective (E7.2.3).
4. Facilitate classroom discussions of rationales for nursing orders (E7.2.4).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing Process Care Plan Form

SELECTED AUDIOVISUAL MATERIALS

"Planning the Nursing Process" - 1096, Trainex, 1984

SELECTED REFERENCES

Schultz, J. and Dark, S. Manual of Psychiatric Nursing Care Plans. 3rd Ed. Glenview: Scott, Foresman and Co. 1990.
Taylor, C. Mereness' Essentials of Psychiatrric Nursing. 12th Ed. St. Louis: C.V. Mosby Co. 1988.
Weber, J. Nurses' Handbook of Health Assessment. Philadelphia: J.B. Lippincott Co. 1988.

CONTENT/CONCEPT

7. Caring for clients across the life span with disturbances in roles-relationship pattern related to dysfunctional behavior.

TASK/COMPETENCY

7.3 Implement care for the client with impaired communication, defensive coping and/or impaired social interaction.

PERFORMANCE OBJECTIVE

P.7.3 Given the textbook, other learning resources and a selected real or hypothetical client with a nursing diagnosis of impaired communication, defensive coping and/or impaired social interaction, implement intervention strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E7.3.1 Discuss rationale for nursing actions.
E7.3.2 Implement nursing actions designed to achieve each objective.

CRITERION-REFERENCED MEASURE

C7.3 Implement intervention strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. In clinical setting, elicit student explanations for nursing actions related to specific objectives (E7.3.1).
2. Supervise student implementation of nursing actions (E7.3.2).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing Process Care Plan Form

SELECTED AUDIOVISUAL MATERIALS

"Apply the Nursing Process" - 1096, Trainex 1984

SELECTED REFERENCES

Beck, C., Rawlins, R. and Williams, S. Mental Health-Psychiatric Nursing: A Holistic Life-Cycle Approach. 2nd Ed., St. Louis: C.V. Mosby Co., 1988.

Johnson, B. Psychiatric-Mental Health Nursing. 2nd Ed. Philadelphia: J.B. Lippincott. 1989.

Schultz, J. and Dark, S. Manual of Psychiatric Nursing Care Plans. 3rd Ed. Glenview: Scott, Foresman and Co. 1990.

Taylor, C. Mereness' Essentials of Psychiatric Nursing. 12th Ed. St. Louis: C.V. Mosby Co. 1988.

Wilson, H. and Kneis L. C. Psychiatric Nursing. 3rd Ed. California: Addison-Wesley Co., 1988.

CONTENT/CONCEPT

7. Caring for clients across the life-span with disturbances in role-relationship pattern related to dysfunctional behavior.

TASK/COMPETENCY

7.4 Evaluate care of the client with impaired communication, defensive coping and/or impaired social interaction.

PERFORMANCE OBJECTIVE

P.7.4 Given the textbook, other learning resources and a selected real or hypothetical client with a nursing diagnosis of impaired communication, defensive coping and/or impaired social interaction, evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E7.4.1 Conduct a formative evaluation of the client's progress toward meeting selected objectives, using the measurable outcomes established in the plan of care.

E7.4.2 Conduct a summative evaluation of the client's progress toward meeting the client-centered goal.

CRITERION-REFERENCED MEASURE

C.7.4 Given the textbook, other learning resources and a selected real or hypothetical client situation with a nursing diagnosis of impaired communication, defensive coping and/or impaired social interaction, evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assist students in conducting a formative evaluation of clients' progress toward meeting objectives (E7.4.1).
2. Assist students in conducting a summative evaluation of client's progress toward meeting client-centered goal (E7.4.2).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing Process Care Plan Form

SELECTED AUDIOVISUAL MATERIALS

"Applying the Nursing Process" - 1096, Trainex 1984

SELECTED REFERENCES

Beck, C., Rawlins, R. and Williams, S. Mental Health-Psychiatric Nursing: A Holistic Life-Cycle Approach. 2nd Ed., St. Louis: C.V. Mosby Co., 1988.
Johnson, B. Psychiatric-Mental Health Nursing. 2nd Ed. Philadelphia: J.B. Lippincott. 1989.
Schultz, J. and Dark, S. Manual of Psychiatric Nursing Care Plans. 3rd Ed. Glenview: Scott, Foresman and Co. 1990.
Taylor, C. Mereness' Essentials of Psychiatric Nursing. 12th Ed. St. Louis: C.V. Mosby Co. 1988.
Wilson, H. and Kneis L. C. Psychiatric Nursing. 3rd Ed. California: Addison-Wesley Co., 1988.

CONTENT/CONCEPT

7. Caring for clients across the life-span with disturbances in role-relationship pattern related to dysfunctional behavior.

TASK/COMPETENCY

7.5 Use the nursing process to provide care to a selected client with an anxiety disorder.

PERFORMANCE OBJECTIVE

P.7.5 Given a selected real or hypothetical client with an anxiety disorder, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E7.5.1 Describe the epidemiology/etiology of an anxiety disorder

E7.5.2 Describe the clinical manifestations of the client with an anxiety disorder including underlying psychopathology.

E7.5.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmaco- therapy, interpersonal based modalities and other medically-derived regimens.

E7.5.4 Describe the nursing role for each of the medically-derived treatment modalities.

E7.5.5 Assess the client for defining characteristics and potential associated nursing diagnoses: impaired adjustment, ineffective individual coping, impaired social interaction and/or hopelessness.

E7.5.6 Implement intervention strategies for each associated nursing diagnosis

E7.5.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C.7.5 Use the nursing process to provide care for a client with anxiety disorder. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of anxiety disorders (E7.5.1).
2. Discuss signs and symptoms of an anxiety disorder explaining and reviewing psychopathology (E7.5.2).
3. Discuss medical management of the client with an anxiety disorder (E7.5.3).
4. Have students describe the role of the nurse related to each treatment modality (E7.5.4).
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E7.5.5, E7.5.6, E7.5.7).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing Process Forms
Process Recording Forms

SELECTED AUDIOVISUAL MATERIALS

"Anxiety" - 1097, Trainex 1984

SELECTED REFERENCES

Beck, C., Rawlins, R. and Williams, S. Mental Health-Psychiatric Nursing: A Holistic Life-Cycle Approach. 2nd Ed., St. Louis: C.V. Mosby Co., 1988.

Johnson, B. Psychiatric-Mental Health Nursing. 2nd Ed. Philadelphia: J.B. Lippincott. 1989.

Schultz, J. and Dark, S. Manual of Psychiatric Nursing Care Plans. 3rd Ed. Glenview: Scott, Foresman and Co. 1990.

Taylor, C. Mereness' Essentials of Psychiatric Nursing. 12th Ed. St. Louis: C.V. Mosby Co. 1988.

Wilson, H. and Kneis L. C. Psychiatric Nursing. 3rd Ed. California: Addison-Wesley Co., 1988.

CONTENT/CONCEPT

7. Caring for clients across the life-span with disturbances in role-relationship pattern related to dysfunctional behavior.

TASK/COMPETENCY

7.6 Use the nursing process to provide care to a selected client with a personality disorder.

PERFORMANCE OBJECTIVE

P.7.6 Given a selected real or hypothetical client with a personality disorder, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E7.6.1 Describe the epidemiology/etiology of personality disorder.

E7.6.2 Describe the clinical manifestations of the client with a personality disorder including underlying psychopathology.

E7.6.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmaco- therapy, interpersonal based modalities and other medically-derived regimens.

E7.6.4 Describe the nursing role for each of the medically-derived treatment modalities.

E7.6.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: impaired verbal communication, defensive coping, impaired social interaction, altered family process, social isolation, and self-esteem disturbance.

E7.6.6 Implement intervention strategies for each associated nursing diagnosis.

E7.6.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C.7.6 Use the nursing process to provide care for a client with a personality disorder. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of a personality disorder (E7.6.1)
2. Discuss clinical manifestations of a personality disorder, explaining and reviewing psychopathology (E7.6.2)
3. Discuss medical management of the client, including nursing interventions (E7.6.3)
4. Have students describe the role of the nurse related to each treatment modality (E7.6.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E7.6.5, E7.6.6, E7.6.7).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing Process Care Plan Form
Process Recording Forms

SELECTED AUDIOVISUAL MATERIALS

"Personality Disorder," Concept Media - 134.5 1989.

SELECTED REFERENCES

Beck, C., Rawlins, R. and Williams, S. Mental Health-Psychiatric Nursing: A Holistic Life-Cycle Approach. 2nd Ed., St. Louis: C.V. Mosby Co., 1988.

Johnson, B. Psychiatric-Mental Health Nursing. 2nd Ed. Philadelphia: J.B. Lippincott. 1989.

Schultz, J. and Dark, S. Manual of Psychiatric Nursing Care Plans. 3rd Ed. Glenview: Scott, Foresman and Co. 1990.

Taylor, C. Mereness' Essentials of Psychiatric Nursing. 12th Ed. St. Louis: C.V. Mosby Co. 1988.

Wilson, H. and Kneis L. C. Psychiatric Nursing. 3rd Ed. California: Addison-Wesley Co., 1988.

CONTENT/CONCEPT

7. Caring for clients across the life-span with disturbances in role-relationship pattern related to dysfunctional behavior.

TASK/COMPETENCY

7.7 Use the nursing process to provide care to a selected client with a disorder of mood; depressed and manic behavior.

PERFORMANCE OBJECTIVE

P.7.7 Given a selected real or hypothetical client with a disorder of mood; depressed and manic behavior, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E7.7.1 Describe the epidemiology/etiology of a disorder of mood; depressed and manic behavior.
E7.7.2 Describe the clinical manifestations of the client with a disorder of mood; depressed and manic behavior including underlying psychopathology.
E7.7.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmaco- therapy, interpersonal based modalities and other medically-derived regimens.
E7.7.4 Describe the nursing role for each of the medically-derived treatment modalities.
E7.7.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses impaired verbal communication, defensive coping, impaired social interaction, altered family process, social isolation, and self-esteem disturbance.
E7.7.6 Implement intervention strategies for each associated nursing diagnosis.
E7.7.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C.7.7 Use the nursing process to provide care for a client with a disorder of mood. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of a mood disorder (E7.7.1).
2. Discuss clinical manifestations of a disorder of mood, explaining and reviewing psychopathology (E7.7.2).
3. Discuss medical management of the client, with a disorder of mood including nursing interventions (E7.7.3).
4. Have students describe the role of the nurse related to each treatment modality (E7.7.4).
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E7.7.5, E7.7.6, E7.7.7).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing Process Care Plan Form
Process Recording Forms

SELECTED AUDIOVISUAL MATERIALS

"A Patient with Major Affective Disorder." Med-Sim-CAI 1987

"Biochemistry of Depression." Concept Media #133.4, 1988.

SELECTED REFERENCES

Beck, C., Rawlins, R. and Williams, S. Mental Health-Psychiatric Nursing: A Holistic Life-Cycle Approach. 2nd Ed., St. Louis: C.V. Mosby Co., 1988.
Johnson, B. Psychiatric-Mental Health Nursing. 2nd Ed. Philadelphia: J.B. Lippincott. 1989.
Schultz, J. and Dark, S. Manual of Psychiatric Nursing Care Plans. 3rd Ed. Glenview: Scott, Foresman and Co. 1990.
Taylor, C. Mereness' Essentials of Psychiatric Nursing. 12th Ed. St. Louis: C.V. Mosby Co. 1988.
Wilson, H. and Kneis L. C. Psychiatric Nursing. 3rd Ed. California: Addison-Wesley Co., 1988.

CONTENT/CONCEPT

7. Caring for clients across the life-span with disturbances in role-relationship pattern related to dysfunctional behavior.

TASK/COMPETENCY

7.8 Use the nursing process to provide care to a selected client with a schizophrenic disorder.

PERFORMANCE OBJECTIVE

P.7.8 Given a selected real or hypothetical client with a schizophrenic disorder, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E7.8.1 Describe the epidemiology/etiology of a schizophrenic disorder.
E7.8.2 Describe the clinical manifestations of the client with a schizophrenic disorder including underlying psychopathology.
E7.8.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmaco- therapy, interpersonal based modalities and other medically-derived regimens.
E7.8.4 Describe the nursing role for each of the medically-derived treatment modalities.
E7.8.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses impaired verbal communication, defensive coping, impaired social interaction, altered family process, social isolation, and self-esteem hopelessness, altered thought processes, body image disturbance and impaired adjustment.
E7.8.6 Implement intervention strategies for each associated nursing diagnosis.
E7.8.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C.7.8 Use the nursing process to provide care for a client with a schizophrenic disorder. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of a schizophrenic disorder (E7.8.1).
2. Discuss clinical manifestations of a schizophrenic disorder, explaining and reviewing psychopathology (E7.8.2).
3. Discuss medical management of the client, with a schizophrenic disorder including nursing interventions (E7.8.3).
4. Have students describe the role of the nurse related to each treatment modality (E7.8.4).
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E7.8.5, E7.8.6, E7.8.7).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing Process Care Plan Form
Process Recording Forms

SELECTED AUDIOVISUAL MATERIALS

"Schizophrenia" - 134.7, Concept Media, 1988

"Schizophrenia Acute Care" - 134.8, Concept Media, 1988

"Psychosis" - 1099, Trainex, 1984

SELECTED REFERENCES

Beck, C., Rawlins, R. and Williams, S. Mental Health-Psychiatric Nursing: A Holistic Life-Cycle Approach. 2rd Ed., St. Louis: C.V. Mosby Co., 1988.
Johnson, B. Psychiatric-Mental Health Nursing. 2rd Ed. Philadelphia: J.B. Lippincott. 1989.
Schultz, J. and Dark, S. Manual of Psychiatric Nursing Care Plans. 3rd Ed. Glenview: Scott, Foresman and Co. 1990.
Taylor, C. Mereness' Essentials of Psychiatric Nursing. 12th Ed. St. Louis: C.V. Mosby Co. 1988.
Wilson, H. and Kneis L. C. Psychiatric Nursing. 3rd Ed. California: Addison-Wesley Co., 1988.

CONTENT/CONCEPT

7. Caring for clients across the life-span with disturbances in role-relationship pattern related to dysfunctional behavior.

TASK/COMPETENCY

7.9 Use the nursing process to provide care to a selected client with a delusional and/or acting out behaviors; suspicious, hostile and/or aggressive behavior.

PERFORMANCE OBJECTIVE

P.7.9 Given a selected real or hypothetical client with delusional and/or acting out behaviors; suspicious, hostile and/or aggressive behaviors, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E7.9.1 Describe the epidemiology/etiology of delusional and acting out behaviors; suspicious, hostile and/or aggressive behavior.
E7.9.2 Describe the clinical manifestations of the client with delusional and or acting out behaviors; suspicious, hostile and/or aggressive behaviors, including underlying psychopathology.
E7.9.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmaco- therapy, interpersonal based modalities and other medically-derived regimens.
E7.9.4 Describe the nursing role for each of the medically-derived treatment modalities.
E7.9.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses impaired verbal communication, defensive coping, impaired social interaction, altered family process, potential for violence, social isolation, self-esteem disturbance and personal identity disturbance.
E7.9.6 Implement intervention strategies for each associated nursing diagnosis.
E7.9.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C.7.9 Use the nursing process to provide care for a client with delusional and/or acting out behavior. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of delusional and acting out behaviors (E7.9.1).
2. Discuss clinical manifestations of delusional and/or acting out behaviors, explaining and reviewing psychopathology (E7.9.2).
3. Discuss medical management of the client, with delusional and/or acting out behaviors including nursing interventions (E7.9.3).
4. Have students describe the role of the nurse related to each treatment modality (E7.9.4).
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E7.9.5, E7.9.6, E7.9.7).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing Process Care Plan Form
Process Recording Forms

SELECTED AUDIOVISUAL MATERIALS

"Violent Behavior" - 133.1, Concept Media, 1987

"Psychosis" - 1099, Trainex, 1984

SELECTED REFERENCES

Beck, C., Rawlins, R. and Williams, S. Mental Health-Psychiatric Nursing: A Holistic Life-Cycle Approach. 2nd Ed., St. Louis: C.V. Mosby Co., 1988.
Johnson, B. Psychiatric-Mental Health Nursing. 2nd Ed. Philadelphia: J.B. Lippincott. 1989.
Schultz, J. and Dark, S. Manual of Psychiatric Nursing Care Plans. 3rd Ed. Glenview: Scott, Foresman and Co. 1990.
Taylor, C. Mereness' Essentials of Psychiatric Nursing. 12th Ed. St. Louis: C.V. Mosby Co. 1988.
Wilson, H. and Kneis L. C. Psychiatric Nursing. 3rd Ed. California: Addison-Wesley Co., 1988.

CONTENT/CONCEPT

7. Caring for clients across the life-span with disturbances in role-relationship pattern related to dysfunctional behavior.

TASK/COMPETENCY

7.10 Use the nursing process to provide care to a selected client with substance abuse.

PERFORMANCE OBJECTIVE

P.7.10 Given a selected real or hypothetical client with substance abuse, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E7.10.1 Describe the epidemiology/etiology of substance abuse.
E7.10.2 Describe the clinical manifestations of the client with a substance abuse including underlying psychopathology.
E7.10.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmaco- therapy, interpersonal based modalities and other medically-derived regimens.
E7.10.4 Describe the nursing role for each of the medically-derived treatment modalities.
E7.10.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: impaired verbal communication, defensive coping, impaired social interaction, altered family process, social isolation, and self-esteem disturbance.
E7.10.6 Implement intervention strategies for each associated nursing diagnosis.
E7.10.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C7.10 Use the nursing process to provide care for a client with a substance abuse. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of substance abuse (E7.10.1)
2. Discuss clinical manifestations of substance abuse, explaining and reviewing psychopathology (E7.10.2)
3. Discuss medical management of the client, with a substance abuse including nursing interventions (E7.10.3)
4. Have students describe the role of the nurse related to each treatment modality (E7.10.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E7.10.5, E7.10.6, E7.10.7).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing Process Care Plan Form
Process Recording Forms

SELECTED AUDIOVISUAL MATERIALS

"Patient with a History of Substance Abuse" - Medi-Sim, CAI, 1989

"Substance Dependence" - 1098, Trainex, 1984

SELECTED REFERENCES

Beck, C., Rawlins, R. and Williams, S. Mental Health-Psychiatric Nursing: A Holistic Life-Cycle Approach. 2nd Ed., St. Louis: C.V. Mosby Co., 1988.
Johnson, B. Psychiatric-Mental Health Nursing. 2nd Ed. Philadelphia: J.B. Lippincott. 1989.
Schultz, J. and Dark, S. Manual of Psychiatric Nursing Care Plans. 3rd Ed. Glenview: Scott, Foresman and Co. 1990.
Taylor, C. Mereness' Essentials of Psychiatric Nursing. 12th Ed. St. Louis: C.V. Mosby Co. 1988.
Wilson, H. and Kneis L. C. Psychiatric Nursing. 3rd Ed. California: Addison-Wesley Co., 1988.

CONTENT/CONCEPT

7. Caring for clients across the life-span with disturbances in role-relationship pattern related to dysfunctional behavior.

TASK/COMPETENCY

7.11 Use the nursing process to provide care to a selected client with an eating disorder; anorexia nervosa and bulimia.

PERFORMANCE OBJECTIVE

P.7.11 Given a selected real or hypothetical client with an eating disorder; anorexia nervosa and bulimia, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E7.11.1 Describe the epidemiology/etiology of an eating disorder, anorexia nervosa and bulimia.

E7.11.2 Describe the clinical manifestations of the client with a eating disorder; including underlying psychopathology.

E7.11.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmaco- therapy, interpersonal based modalities and other medically-derived regimens.

E7.11.4 Describe the nursing role for each of the medically-derived treatment modalities.

E7.11.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses impaired verbal communication, defensive coping, impaired social interaction, impaired adjustment, and self-esteem disturbance.

E7.11.6 Implement intervention strategies for each associated nursing diagnosis.

E7.11.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C.7.11 Use the nursing process to provide care for a client with eating disorder. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of eating disorder (E7.11.1).
2. Discuss clinical manifestations of eating disorder, explaining and reviewing psychopathology (E7.11.2).
3. Discuss medical management of the client, with a eating disorder including nursing interventions (E7.11.3).
4. Have students describe the role of the nurse related to each treatment modality (E7.11.4).
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E7.11.5, E7.11.6, E7.11.7).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing Process Care Plan Form
Process Recording Forms

SELECTED AUDIOVISUAL MATERIALS

"An adolescent with an eating disorder" - Med-Sim, CAI, 1984

SELECTED REFERENCES

Beck, C., Rawlins, R. and Williams, S. Mental Health-Psychiatric Nursing: A Holistic Life-Cycle Approach. 2nd Ed., St. Louis: C.V. Mosby Co., 1988.

Johnson, B. Psychiatric-Mental Health Nursing. 2nd Ed. Philadelphia: J.B. Lippincott. 1989.

Schultz, J. and Dark, S. Manual of Psychiatric Nursing Care Plans. 3rd Ed. Glenview: Scott, Foresman and Co. 1990.

Taylor, C. Mereness' Essentials of Psychiatric Nursing. 12th Ed. St. Louis: C.V. Mosby Co. 1988.

Wilson, H. and Kneis L. C. Psychiatric Nursing. 3rd Ed. California: Addison-Wesley Co., 1988.

NURSING ARTICULATION - UNIT VIII

PROPOSED CONTENT/CONCEPT AREA

8. Caring for clients across the life span with disturbances in the nutritional-metabolic pattern related to integumentary dysfunction

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TASK/COMPETENCIES

8.1 Assess the client for the defining characteristics and etiological factors of fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity

8.2 Plan care for the client with fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity

8.3 Implement care for the client with fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity

8.4 Evaluate care of the client with fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity

8.5 Use the nursing process to provide care for a selected client with burns

CONTENT/CONCEPT

8. Caring for clients across the life span with disturbances in the nutritional-metabolic pattern related to integumentary dysfunction.

TASK COMPETENCY

8.1 Assess the client for the defining characteristics and etiological factors of fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity.

PERFORMANCE OBJECTIVE

P.8.1 Given the textbook, related learning resources, and a real or hypothetical client with an integumentary dysfunction, assess the client for the defining characteristics and etiological factors of fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E8.1.1 Review the anatomy and physiology of the integumentary system.

E8.1.2 Interview a client and/or his significant other to obtain information related to current or past integumentary problems and the presence of risk factors.

E8.1.3 Explain the physiological basis for subjective and objective data related to fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity.

E8.1.4 Inspect the skin and it's appendages for the following: uniformity of color tone, moisture, texture, thickness, hygiene, and skin lesions.

E8.1.5 Palpate the skin for the following characteristics: moisture, temperature, texture, tugor, thickness, and skin lesions.

CRITERION-REFERENCED MEASURE

C8.1 Assess the client for the defining characteristics and etiological factors of fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students review the anatomy and physiology of the integumentary system (E8.1.1).
2. Have students obtain an adult or child health history for a selected client with an impairment of the skin related to a burn (E8.1.2).
3. Discuss the physiological basis for subjective and objective data related to the selected nursing diagnosis of alteration in nutrition/metabolic pattern (E8.1.3).
4. Demonstrate the performance of a integumentary examination (E8.1.4).
5. Have students demonstrate an examination of the skin on a selected client (E8.1.4, 5).
6. Have students provide care to a selected client with a burn (E8.1.4, 5).

SELECTED TOOLS AND MATERIALS

Textbook
Course Syllabus
Unit Outline
Handouts

SELECTED AUDIOVISUAL MATERIALS

Transparencies of the skin

SELECTED REFERENCES

Beane, Patricia & Myers, Judith. Principles and Practices of Adult Health Nursing, C.V. Mosby, Co., 1990.
Brunner, Lillian & Suddarth, Doris. Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.
Long, Barbara & Phipps, Wilma. Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

CONTENT/CONCEPT

8. Caring for clients across the life span with disturbances in the nutritional-metabolic pattern related to integumentary dysfunction.

TASK COMPETENCY

8.2 Plan care for the client with fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity.

PERFORMANCE OBJECTIVE

P.8.2 Given the textbook, related learning resources, and a real or hypothetical client with an integumentary dysfunction, plan care for the client with fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E8.2.1 Establish client-centered goals.
E8.2.2 Develop 3-6 selected measurable, specific, and realistic objectives to achieve client-centered goals.
E8.2.3 Write nursing orders/interventions to achieve each objective.
E8.2.4 Support, in writing, the rationale for each intervention using appropriate documentation.

CRITERION-REFERENCED MEASURE

C8.2 Plan care for the client with fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students collaborate with clients establish client-centered goals (E8.2.1).
2. Assist students in prioritizing selected objectives to achieve client-centered goals (E8.2.2).
3. Have students determine the nursing orders needed to achieve each objective through collaboration with instructor (E8.2.3).
4. Have students explain the rationale for each nursing order (E8.2.4).

SELECTED TOOLS AND MATERIALS

Textbook
Unit Outline
Course Syllabus
Resource Books
Handouts

SELECTED AUDIOVISUAL MATERIALS

None

SELECTED REFERENCES

Beane, Patricia & Myers, Judith. Principles and Practices of Adult Health Nursing, C.V. Mosby, Co., 1990.
Brunner, Lillian & Suddarth, Doris. Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.
Long, Barbara & Phipps, Wilma. Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

CONTENT/CONCEPT

8. Caring for clients across the life span with disturbances in the nutritional-metabolic pattern related to integumentary dysfunction.

TASK/COMPETENCY

8.3 Implement care for the client with fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity.

PERFORMANCE OBJECTIVE

P.8.3 Given the textbook, related learning resources, and a real or hypothetical client with a neurological dysfunction, implement care for the client with fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E8.3.1 Discuss rationale for nursing actions.
E8.3.2 Implement nursing actions designed to achieve each objective.

CRITERION-REFERENCED MEASURE

C8.3 Implement care for the client with fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students research the rationale for nursing actions based on nursing and scientific theory (E8.3.1).
2. Have students complete a nursing process inclusive of scientific rationale for a selected client with an impairment of the skin related to a burn (E8.3.2).
3. Assist students in implementing nursing actions designed to achieve each objective (E8.3.3).

SELECTED TOOLS AND MATERIALS

Course Outline
Course Syllabus

SELECTED AUDIOVISUAL MATERIALS

Medcom/Trainex Video:

"Planning: The Key to Successful Outcome Implementation-Form Planning to Action."

SELECTED REFERENCES

Beane, Patricia & Myers, Judith. Principles and Practices of Adult Health Nursing, C.V. Mosby, Co., 1990.
Brunner, Lillian & Suddarth, Doris. Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.
Long, Barbara & Phipps, Wilma. Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

CONTENT/CONCEPT

8. Caring for clients across the life span with disturbances in the nutritional-metabolic pattern related to integumentary dysfunction.

TASK/COMPETENCY

8.4 Evaluate care of the client with fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity.

PERFORMANCE OBJECTIVE

P.8.4 Given the textbook, related learning resources, and a real or hypothetical client with an integumentary dysfunction, evaluate care of the client with fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E8.4.1 Conduct a formative evaluation of the client's progress toward meeting the selected objectives, using the measurable outcomes established in the plan of care.

E8.4.2 Conduct a summative evaluation of the client's progress toward meeting the client-centered goal.

CRITERION-REFERENCED MEASURE

C8.4 Evaluate care of the client with fluid volume deficit, alteration in nutrition: less than body requirements, and impaired skin integrity. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Differentiate between formative and summative evaluation (E8.4.1 and E8.4.2).
2. Have students determine client's progress toward meeting selected objectives based on measurable outcomes in the established plan of care (E8.4.1).
3. Assist students in determining alternative strategies for care of objectives are not being met (E8.4.1 and E8.4.2).

SELECTED TOOLS AND MATERIALS

Course Outline
Course Syllabus

SELECTED AUDIOVISUAL MATERIALS

Teacher-made handouts

SELECTED REFERENCES

Beane, Patricia & Myers, Judith. Principles and Practices of Adult Health Nursing, C.V. Mosby, Co., 1990.

Brunner, Lillian & Suddarth, Doris. Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.

Long, Barbara & Phipps, Wilma. Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

CONTENT/CONCEPT

8. Caring for clients across the life span with disturbances in the nutritional-metabolic pattern related to integumentary dysfunction.

TASK/COMPETENCY

8.5 Use the nursing process to provide care for a selected client with burns.

PERFORMANCE OBJECTIVE

8.5 Given a selected real or hypothetical client with burns, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E8.5.1	Review the epidemiology/etiology of burns.
E8.5.2	Describe the clinical manifestation of the client with burns, including underlying pathophysiology.
E8.5.3	Discuss the medical-surgical management of the client including relevant diagnostic tests, pharmacology, intravenous therapy, diet therapy, respiratory therapy, physical therapy, and other medically-derived regimens.
E8.5.4	Describe the nursing role for each of the medically-derived treatment modalities.
E8.5.5	Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: potential for suffocation; potential for poisoning; ineffective breathing pattern; impaired skin integrity; fluid volume deficit; alteration in cardiac output (decreased); alteration in tissue perfusion: peripheral, cerebral, cardiopulmonary, and renal; hypothermia; alteration in comfort: pain; alteration in nutrition (less than body requirements); impaired physical mobility; alteration in elimination; body image disturbance; powerlessness; anticipatory grieving; ineffective individual/family coping; post trauma response; social isolation; sensory-perceptual alteration: tactile; knowledge deficit; self-care deficits; potential for injury and potential for infection.
E8.5.6	Implement intervention strategies for each associated nursing diagnosis.
E8.5.7	Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C8.5 Use the nursing process to provide care for a selected client with burns. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of burns (E8.5.1).
2. Describe the clinical manifestations of burns based on underlying pathophysiology (E8.5.2).
3. Differentiate between the types of burns and disturbances seen on other body systems (E8.5.3).
4. Discuss the various medical/surgical interventions for the management of the client with burns (E8.5.3).
5. Describe alterations in assistance for the client with burns (E8.5.3).
6. Assign students to care for the client with burns (E8.5.5).
7. Have students identify other potential associating nursing diagnoses for the client with burns (E8.5.5).
8. Assist students in prioritizing selected nursing diagnoses (E8.5.5).
9. Assist students in designing and prioritizing implementation strategies for the client with burns (E8.5.6).
10. Have students complete a nursing care plan and evaluate outcomes for selected nursing diagnoses (E8.5.6).

SELECTED TOOLS AND MATERIALS

Course outline
Course Syllabus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Beane, Patricia & Myers, Judith. Principles and Practices of Adult Health Nursing, C.V. Mosby, Co., 1990.
Brunner, Lillian & Suddarth, Doris. Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.
Long, Barbara & Phipps, Wilma. Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

NURSING ARTICULATION - UNIT IX

PROPOSED CONTENT/CONCEPT AREA

9. Caring for clients across the life span with disturbances in the activity-exercise and/or cognitive-perceptual patterns related to sensory dysfunction

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TASK/COMPETENCIES

9.1 Assess the client for the defining characteristics and etiological factors of impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory

9.2 Plan care for the client with impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory

9.3 Implement care for the client with impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory

9.4 Evaluate care of the client with impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory

9.5 Use the nursing process to provide care for a selected client with cataracts

9.6 Use the nursing process to provide care for a selected client with glaucoma

9.7 Use the nursing process to provide care for a selected client with retinal detachment

9.8 Use the nursing process to provide care for a selected client with Meniere's disease

9.9 Use the nursing process to provide care for a selected client with otosclerosis

CONTENT/CONCEPT

9. Caring for clients across the life span with disturbances in the activity-exercise and/or cognitive-perceptual patterns related to sensory dysfunction.

TASK/COMPETENCY

9.1 Assess the client for the defining characteristics and etiological factors of impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory.

PERFORMANCE OBJECTIVE

P.9.1 Given the textbook, related learning resources, and a real or hypothetical client with a sensory dysfunction, assess the client for the defining characteristics and etiological factors of impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E9.1.1 Review the anatomy and physiology of the sensory system.

E9.1.2 Interview a client and/or his significant other to obtain information related to current or past sensory problems and the presence of risk factors.

E9.1.3 Explain the physiological basis for subjective and objective data related to impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory.

E9.1.4 Inspect the client with a sensory dysfunction for the follows: blink response; full closure of eyelids; lacrimal function; conjunctivae pink; sclera white; cornea transparent; iris rounded with bilateral coloration; pupils equal, round, and reactive; unusual eye movements absent; visual acuity, peripheral vision, and color perception intact; symmetry of eyes and ears, patency of external ear canal, and air and bone conduction of sound.

E9.1.5 Palpate the lacrimal puncta for tenderness and discharge, the eyelids for tenderness and surface characteristics, and the external ear and mastoid process for tenderness, skin texture, nodules, and swelling.

CRITERION-REFERENCED MEASURE

C9.1 Assess the client for the defining characteristics and etiological factors of impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students review the anatomy and physiology of the eye and ear (E9.1.1).
2. Have students obtain an adult or child health history for a selected client with a sensory impairment of the eye or ear (E9.1.2).
3. Discuss the physiological basis for subjective and objective data related to the selected nursing diagnosis of alteration in activity/exercise and cognitive/perceptual patterns (E9.1.3).
4. Demonstrate the performance of a hearing and visual examination (E9.1.4).
5. Have students demonstrate an eye/ear examination on a selected client (E9.1.4 and E9.1.5).
6. Have students provide care to a selected client with a sensory dysfunction of the eye or ear (E9.1.4 and E9.1.5).

SELECTED TOOLS AND MATERIALS

Textbook
Course Syllabus
Unit Outline
Handouts
VCR
Ophthalmoscope
Pin light
Otoscope

Patient Assessment Series: Programmed instruction, "The Ear; The Eye parts 1 - 2, American Journal of Nursing Co.

Sensory Changes in the Elderly: Programmed instruction, American Journal of Nursing Co.

Transparencies of the anatomy of the eye and ear

The American Journal of Nursing Company's Patient Assessment Series: The Neurological Examination, Parts 1-3; Programmed Units.

SELECTED AUDIOVISUAL MATERIALS

"Biologic Changes of the Elderly: Physical Appearance and the Special Senses," Medcom/Trainex Video.

"Your Visual Examination," Medcom/Trainex Video.

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing, C.V. Mosby, Co., 1990.
Brunner, Lillian and Suddarth, Doris. Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.
Long, Barbara and Phipps, Wilma. Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

CONTENT/CONCEPT

9. Caring for clients across the life span with disturbances in the activity-exercise and/or cognitive-perceptual patterns related to sensory dysfunction.

TASK/COMPETENCY

9.2 Plan care for the client with impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory.

PERFORMANCE OBJECTIVE

P.9.2 Given the textbook, related learning resources, and a real or hypothetical client with a sensory dysfunction, plan care for the client with impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E9.2.1 Establish client-centered goals.
E9.2.2 Develop 3-6 selected measurable, specific, and realistic objectives to achieve client-centered goals.
E9.2.3 Write nursing orders/interventions to achieve each objective.
E9.2.4 Support, in writing, the rationale for each intervention using appropriate documentation.

CRITERION-REFERENCED MEASURE

C9.2 Plan care for the client with impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students collaborate with client to establish client-centered goals (E9.2.1).
2. Assist students in prioritizing selected objectives to achieve client-centered goals (E9.2.2).
3. Have students determine the nursing orders needed to achieve each objective through collaboration with instruction (E9.2.3).
4. Have students explain the rationale for each nursing order (E9.2.4).

SELECTED TOOLS AND MATERIALS

Textbook
Course syllabus
Resource books
Handouts

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing, C.V. Mosby, Co., 1990.
Brunner, Lillian and Suddarth, Doris. Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.
Long, Barbara and Phipps, Wilma. Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

CONTENT/CONCEPT

9. Caring for clients across the life span with disturbances in the activity-exercise and/or cognitive-perceptual patterns related to sensory dysfunction.

TASK/COMPETENCY

9.3 Implement care for the client with impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory.

PERFORMANCE OBJECTIVE

P.9.3 Given the textbook, related learning resources, and a real or hypothetical client with a sensory dysfunction, implement intervention strategies for impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E9.3.1 Discuss rationale for nursing actions.
E9.3.2 Implement nursing action designed to achieve each objective.

CRITERION-REFERENCED MEASURE

C9.3 Implement care for the client with impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students research the rationale for nursing actions based on nursing and scientific theory (E9.3.1).
2. Have students complete a nursing process inclusive of scientific rationale for a selected client with sensory dysfunction of the eye/ear (E9.3.2).
3. Assist students in implementing nursing actions designed to achieve each objective (E9.3.2).

SELECTED TOOLS AND MATERIALS

Course outline
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

Medcom/Trainex Video: Planning, The Key to Successful Outcome Implementation/From Planning to Action

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing, C.V. Mosby, Co., 1990.

Brunner, Lillian and Suddarth, Doris. Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.

Long, Barbara and Phipps, Wilma. Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

CONTENT/CONCEPT

9. Caring for clients across the life span with disturbances in the activity-exercise and/or cognitive-perceptual patterns related to sensory dysfunction.

TASK/COMPETENCY

9.4 Evaluate care of the client with impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory.

PERFORMANCE OBJECTIVE

9.4 Given the textbook, related learning resources, and a real or hypothetical client with a sensory dysfunction, evaluate care of the client with impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E9.4.1 Conduct a formative evaluation of the client's progress toward meeting the selected objectives, using the measurable outcomes established in the plan of care.

E9.4.2 Conduct a summative evaluation of the client's progress toward meeting the client-centered goal.

CRITERION-REFERENCED MEASURE

C9.4 Evaluate care of the client with impaired home maintenance management, self-care deficits, and alterations in sensory-perceptual: visual and auditory. must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Differentiate between formative and summative evaluation (E9.4.1 and E9.4.2).
2. Have students determine client's progress toward meeting selected objectives based on measurable outcomes in the established plan of care (E9.4.1).
3. Assist students in determining alternative strategies for care if objectives are not being met (E9.4.1 and E9.4.2).

SELECTED TOOLS AND MATERIALS

Course Outline
Course Syllabus

SELECTED AUDIOVISUAL MATERIALS

Teacher-made handouts

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing, C.V. Mosby, Co., 1990.
Brunner, Lillian and Suddarth, Doris. Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.
Long, Barbara and Phipps, Wilma. Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

CONTENT/CONCEPT

9. Caring for clients across the life span with disturbances in the activity-exercise and/or cognitive-perceptual patterns related to sensory dysfunction.

TASK/COMPETENCY

9.5 Use the nursing process to provide care for a selected client with cataracts.

PERFORMANCE OBJECTIVE

P.9.5 Given a selected real or hypothetical client with cataracts, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E9.5.1 Describe the epidemiology/etiology of cataracts.
E9.5.2 Describe the clinical manifestations of the client with cataracts, including underlying pathophysiology.
E9.5.3 Discuss the medical-surgical management of the client, including relevant diagnostic tests, pharmacotherapy, psychological support and other medically-derived regimens.
E9.5.4 Discuss the medical management of the client with cataracts, including relevant diagnostic tests, pharmacotherapy, psychological support, and other medically-derived treatment modalities.
E9.5.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: alteration in sensory-perceptual: visual, potential for injury, fear, alteration in comfort: pain, potential for infection, knowledge deficit self-care deficits, and anxiety.
E9.5.6 Implement intervention strategies for each associated nursing diagnosis.
E9.5.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C9.5 Use the nursing process to provide care for a selected client with cataracts. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of cataracts (E9.5.1).
2. Describe the clinical manifestations of the client with cataracts, including underlying pathophysiology (E9.5.2).
3. Differentiate between the types of visual disturbances seen in cataracts (E9.5.2).
4. Discuss the various medical/surgical interventions for the management of the client with cataracts (E9.5.3).
5. Have students describe the role of the nurse in caring for the client with cataracts (E9.5.3).
6. Assign students to care for the client with cataracts (E9.5.5).
7. Have students identify other potential associated nursing diagnoses for the client with cataracts (E9.5.5).
8. Assist students in prioritizing selected nursing diagnoses (E9.5.5).
9. Assist students in designing and prioritizing implementation strategies for the client with cataracts (E9.5.5).
10. Have students complete a nursing care plan and evaluate outcomes for selected nursing diagnoses (E9.5.6).

SELECTED TOOLS AND MATERIALS

Course outline
Course syllabus
VHS

SELECTED AUDIOVISUAL MATERIALS

Medcom/Trainex Video: Cataracts and You

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing, C.V. Mosby, Co., 1990.
Brunner, Lillian and Suddarth, Doris. Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.
Long, Barbara and Phipps, Wilma. Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

CONTENT/CONCEPT

9. Caring for clients across the life span with disturbances in the activity-exercise and/or cognitive-perceptual patterns related to sensory dysfunction.

TASK/COMPETENCY

9.6 Use the nursing process to provide care for a selected client with glaucoma.

PERFORMANCE OBJECTIVE

P.9.6 Given a selected real or hypothetical client with glaucoma, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E9.6.1 Describe the epidemiology/etiology of glaucoma.
E9.6.2 Describe the clinical manifestations of the client with glaucoma, including underlying pathophysiology.
E9.6.3 Discuss the medical-surgical management of the client, including relevant diagnostic tests, pharmacotherapy, psychological support and other medically-derived regimens.
E9.6.4 Describe the nursing role for each of the medically-derived treatment modalities.
E9.6.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: sensory-perceptual alteration: visual, potential for injury, noncompliance, knowledge deficit, anxiety, and alteration in comfort: pain.
E9.6.6 Implement intervention strategies for each associated nursing diagnosis.
E9.6.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C9.6 Use the nursing process to provide care for a selected client with glaucoma. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of glaucoma (E9.6.1).
2. Describe the clinical manifestations of the client with glaucoma, including underlying pathophysiology (E9.6.2).
3. Differentiate between the types of visual disturbances seen in glaucoma (E9.6.2).
4. Discuss various medical/surgical interventions for the management of the client with glaucoma (E9.6.3).
5. Have students describe the role of the nurse in caring for the client with glaucoma (E9.6.3).
6. Assign students to care for the client with glaucoma (E9.6.5).
7. Have students identify other potential associating nursing diagnoses for the client with glaucoma (E9.6.5).
8. Assist students in prioritizing selected nursing diagnoses (E9.6.5).
9. Assist the students in designing and prioritizing implementation strategies for the client with glaucoma (E9.6.5).
10. Have students complete a nursing care plan and evaluate outcomes for selected nursing diagnoses (E9.6.6 and E9.6.7).

SELECTED TOOLS AND MATERIALS

Course outline
Course syllabus
VHS

SELECTED AUDIOVISUAL MATERIALS

Medcom/Trainex Video: Glaucoma and You

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing, C.V. Mosby, Co., 1990.
Brunner, Lillian and Suddarth, Doris. Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.
Long, Barbara and Phipps, Wilma. Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

CONTENT/CONCEPT

9. Caring for clients across the life span with disturbances in the activity-exercise and/or cognitive-perceptual patterns related to sensory dysfunction.

TASK/COMPETENCY

9.7 Use the nursing process to provide care for a selected client with retinal detachment.

PERFORMANCE OBJECTIVE

P.9.7 Given a selected real or hypothetical client with retinal detachment, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E9.7.1 Describe the epidemiology/etiology of retinal detachment.

E9.7.2 Describe the clinical manifestations of the client with retinal detachment, including underlying pathophysiology.

E9.7.3 Discuss the medical-surgical management of the client, including relevant diagnostic tests, pharmacotherapy, psychological support and other medically-derived regimens.

E9.7.4 Describe the nursing role for each of the medically-derived treatment modalities.

E9.7.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: potential for injury, anxiety, sensory-perceptual alteration: visual, alteration in comfort: pain, alteration in mobility, knowledge deficit, self-care deficits, body image disturbance, impaired home maintenance management, ineffective individual/family coping, and altered role performance.

E9.7.6 Implement intervention strategies for each associated nursing diagnosis.

E9.7.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C9.7 Use the nursing process to provide care for a selected client with retinal detachment. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of retinal detachment (E9.7.1).
2. Describe the clinical manifestations of the client with retinal detachment, including underlying pathophysiology (E9.7.2).
3. Differentiate between the types of visual disturbances seen in retinal detachment (E9.7.2).
4. Discuss the various medical/surgical interventions for the management of the client with retinal detachment (E9.7.3).
5. Have students describe the role of the nurse in caring for the client with retinal detachment (E9.7.3).
6. Assign students to care for the client with retinal detachment (E9.7.5).
7. Have students identify other potential associating nursing diagnoses for the client with retinal detachment (E9.7.5).
8. Assist students in prioritizing selected nursing diagnoses (E9.7.5).
9. Assist students in designing and prioritizing implementation strategies for the client with retinal detachment (E9.7.5).
10. Have students complete a nursing care plan and evaluate outcomes for selected nursing diagnoses (E9.7.6).

SELECTED TOOLS AND MATERIALS

Course outline
Course syllabus
Overhead projector

SELECTED AUDIOVISUAL MATERIALS

Teacher-made transparencies: The Eye and Retinal Detachment

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing, C.V. Mosby, Co., 1990.
Brunner, Lillian and Suddarth, Doris. Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.
Long, Barbara and Phipps, Wilma. Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

CONTENT/CONCEPT

9. **Caring for clients across the life span with disturbances in the activity-exercise and/or cognitive-perceptual patterns related to sensory dysfunction.**

TASK/COMPETENCY

9.8 Use the nursing process to provide care for a selected client with Meniere's disease.

PERFORMANCE OBJECTIVE

P.9.8 Given a selected real or hypothetical client with Meniere's disease, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E9.8.1 Determine the epidemiology/etiology of Meniere's disease.
E9.8.2 Describe the clinical manifestations of the client with Meniere's disease, including underlying pathophysiology.
E9.8.3 Discuss the medical-surgical management of the client, including relevant diagnostic tests, pharmacotherapy, psychological support and other medically-derived regimens.
E9.8.4 Describe the nursing role for each of the medically-derived treatment modalities.
E9.8.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: potential for injury, sensory-perceptual alterations: auditory and kinesthetic, knowledge deficit, self-care deficit, impaired physical mobility, self-esteem disturbance, and noncompliance.
E9.8.6 Implement intervention strategies for each associated nursing diagnosis.
E9.8.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C9.8 Use the nursing process to provide care for a selected client with Meniere's disease. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of Meniere's disease (E9.8.1).
2. Describe the clinical manifestations of Meniere's disease based on underlying pathophysiology (E9.8.2).
3. Differentiate between the types of hearing disturbances seen in Meniere's disease (E9.8.2).
4. Discuss the various medical/surgical interventions for the management of the client with Meniere's disease (E9.8.3).
5. Have students describe the role of the nurse in caring for the client with Meniere's disease (E9.8.3).
6. Assign students to care for the client with Meniere's disease (E9.8.5).
7. Have students identify other potential associating nursing diagnoses for the client with retinal disease (E9.8.5).
8. Assist students in prioritizing selected nursing diagnoses (E9.8.5).
9. Assist students in designing and prioritizing implementation strategies for the client with retinal disease (E9.8.5).
10. Have students complete a nursing care plan and evaluate outcomes for selected nursing diagnoses (E9.8.6 and E9.8.7).

SELECTED TOOLS AND MATERIALS

Course outline
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing, C.V. Mosby, Co., 1990.
Brunner, Lillian and Suddarth, Doris. Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.
Long, Barbara and Phipps, Wilma. Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

CONTENT/CONCEPT

9. Caring for clients across the life span with disturbances in the activity-exercise and/or cognitive-perceptual patterns related to sensory dysfunction.

TASK/COMPETENCY

9.9 Use the nursing process to provide care for a selected client with otosclerosis.

PERFORMANCE OBJECTIVE

P.9.9 Given a selected real or hypothetical client with otosclerosis, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E9.9.1 Describe the epidemiology/etiology of otosclerosis.

E9.9.2 Describe the clinical manifestations of the client with otosclerosis, including underlying pathophysiology.

E9.9.3 Discuss the medical-surgical management of the client, including relevant diagnostic tests, pharmacotherapy, psychological support and other medically-derived regimens.

E9.9.4 Describe the nursing role for each of the medically-derived treatment modalities.

E9.9.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: sensory-perceptual alteration: auditory, knowledge deficit, potential for infection, potential for injury, alteration in comfort: pain, anxiety, impaired home maintenance management, self-esteem disturbance, and social isolation.

E9.9.6 Implement intervention strategies for each associated nursing diagnosis.

E9.9.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C9.9 Use the nursing process to provide care for a selected client with otosclerosis. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of otosclerosis (E9.9.1).
2. Describe the clinical manifestations of the client with otosclerosis, including underlying pathophysiology (E9.9.2).
3. Differentiate between the types of hearing disturbances seen in otosclerosis (E9.9.2)
4. Discuss the various medical/surgical interventions for the management of the client with otosclerosis (E9.9.3).
5. Have students describe the role of the nurse in care of the client with otosclerosis (E9.9.3).
6. Assign students to care for the client with otosclerosis (E9.9.5).
7. Have student identify other potential associating nursing diagnoses for the client with otosclerosis (E9.9.5).
8. Assist students in prioritizing selected nursing diagnoses (E9.9.5).
9. Assist students in designing and prioritizing implementation strategies for the client with otosclerosis (E9.9.5).
10. Have students complete a nursing care plan and evaluate outcomes for selected nursing diagnoses (E9.9.6 and E9.9.7).

SELECTED TOOLS AND MATERIALS

Course outline
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing, C.V. Mosby, Co., 1990.
Brunner, Lillian and Suddarth, Doris. Textbook of Medical Surgical Nursing, J.B. Lippincott Co., 1988.
Long, Barbara and Phipps, Wilma. Medical Surgical Nursing: A Nursing Process Approach, C.V. Mosby Co., 1989.

NURSING ARTICULATION - UNIT X

CONTENT/CONCEPT AREA

10. Caring for clients across the life span with disturbances in nutritional/metabolic and elimination patterns related to gastrointestinal tract dysfunction.

TASKS/COMPETENCIES

10.1 Assess the client for the defining characteristics and etiological factors of impaired swallowing, alteration in nutrition, and alteration in elimination.

10.2 Plan care for the client with impaired swallowing, alteration in nutrition, and alteration in elimination.

10.3 Implement care for the client with impaired swallowing, alteration in nutrition, and alteration in elimination.

10.4 Evaluate care of the client with impaired swallowing, alteration in nutrition, and alteration in elimination.

10.5 Use the nursing process to provide care for a selected client with lip/palate.

10.6 Use the nursing process to provide care for a selected client with tracheo-esophageal fistula.

10.7 Use the nursing process to provide care for a selected client with hiatal hernia.

10.8 Use the nursing process to provide care for a selected client with pyloric stenosis.

10.9 Use the nursing process to provide care for a selected client with peptic ulcer.

10.10 Use the nursing process to provide care for a selected client with inflammatory bowel disease.

10.11 Use the nursing process to provide care for a selected client with cancer of the colon/rectum.

10.12 Use the nursing process to provide care for a selected client with cirrhosis of the liver.

10.13 Use the nursing process to provide care for a selected client with cholecystitis/cholelithiasis.

CONTENT/CONCEPT AREA

10. Caring for clients across the life span with disturbances in nutritional/metabolic and elimination patterns related to gastrointestinal tract dysfunction.

TASK/COMPETENCY

10.1 Assess the client for the defining characteristics and etiological factors of impaired swallowing, alteration in nutrition, and alteration in elimination.

PERFORMANCE OBJECTIVE

P10.1 Given the textbook and related learning resources, assess the client for the defining characteristics and etiological factors of impaired swallowing, alteration in nutrition, and alteration in elimination. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E10.1.1 Review the anatomy and physiology of the gastrointestinal system.

E10.1.2 Interview a client and/or his significant other to obtain information related to current or past gastrointestinal problems and the presence of risk factors.

E10.1.3 Inspect the client for the following: condition of oral cavity, skin integrity, contour, symmetry, and surface motion of abdomen.

E10.1.4 Auscultate bowel sounds in four quadrants for inactivity, hypoactivity, normoactivity, and hyperactivity.

E10.1.5 Palpate abdomen lightly for detection of tenderness, guarding, and superficial masses.

CRITERION-REFERENCED MEASURE

C10.1 Assess the client for the defining characteristics and etiological factors of impaired swallowing, alteration in nutrition, and alteration in elimination. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Use pre-test to evaluate students' knowledge of anatomy and physiology of the gastrointestinal system. (E10.1.1)
2. Discuss pertinent questions to be asked to obtain a health history. (E10.1.2)
3. Evaluated students' nursing history relative to the gastrointestinal system. (E10.1.12)
4. In lecture/discussion format explain pathophysiology related to nutritional/metabolic and elimination patterns. (E10.1.2)
5. Demonstrate technique of inspection of condition of oral cavity, skin integrity, contour, symmetry, and surface motion of abdomen. (E10.1.3)
6. Review auscultation of bowel sounds in four quadrants, with emphasis on specific activity of bowel sounds. (E10.1.14)
7. Demonstrate light palpation of abdomen for detection of tenderness, guarding, and superficial masses.
8. Supervise student in inspection, auscultation, and palpation related to the gastrointestinal system.

SELECTED TOOLS AND MATERIALS

Textbook, computer software
Forms for nursing history and physical assessment required by teaching institution

SELECTED AUDIOVISUAL MATERIALS

Instructor prepared transparencies
Computer Assisted Instruction Materials; Medi-Sim, Inc. Gastrointestinal System Anatomy and Physiology

SELECTED REFERENCES

Beare, Patricia and Myers, Judith, Principles And Practices of Adult Health Nursing, 1st Ed. St. Louis, Mo. The C. V. Mosby Co., 1990.

Brunner, L. and Suddarth, Doris, Textbook of Medical-Surgical Nursing. J.B. Lippincott Co. 1988.

Long, Barbara and Phipps, Wilma, Medical-Surgical Nursing: A Nursing Process Approach, 2nd Ed. St. Louis, Mo: The C.V. Mosby Co., 1989.

Weber, J. Nurses' Handbook of Health Assessment. Philadelphia: J.B. Lippincott Co. 1988.

CONTENT/CONCEPT AREA

10. Caring for clients across the life span with disturbances in nutritional/metabolic and elimination patterns related to gastrointestinal tract dysfunction.

TASK/COMPETENCY

10.2 Planning care for the client with impaired swallowing, alteration in nutrition, and alteration in elimination.

PERFORMANCE OBJECTIVE

P10.2 Given the textbook, related learning resources and a real or hypothetical client with a nursing diagnosis of impaired swallowing, alteration in nutrition, or alteration in elimination, plan care for the client with impaired swallowing, alteration in nutrition, or alteration in elimination. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E10.2.1 Establish client-centered goals.

E10.2.2 Develope 3-6 selected measurable objectives to achieve client-centered goals.

E10.2.3 Write nursing orders achieve each objective.

E10.2.4 Explain the rationale for each order.

CRITERION-REFERENCED MEASURE

C10.2 Plan care for the client with impaired swallowing, alteration in nutrition, and alteration in elimination. Planning must be rated on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assign students in writing client centered goals from selected nursing diagnoses. (E10.2.1)

2. Assist students in writing measurable objectives to achieve client centered goals. (E10.2.2)

3. Assist students in writing nursing orders from each objective. (E10.2.3)

4. Facilitate classroom discussion for rationale for selecting each order. (E10.2.4)

SELECTED TOOLS AND MATERIALS

Textbooks
Careplan forms
Careplan handbook

SELECTED AUDIOVISUAL MATERIALS

Teacher-prepared handouts for goal formulation and nursing order writing for GI disorders

SELECTED REFERENCES

Brunner, L. and Suddarth, Doris, Textbook of Medical-Surgical Nursing. J.B. Lippincott Co. 1988.

Long, Barbara and Phipps, Wilma, Medical-Surgical Nursing: A Nursing Process Approach, 2nd Ed. St. Louis, Mo: The C.V. Mosby Co., 1989.

Nursing Process Handbook or Textbook of choice

Beare, Patricia and Myers, Judith, Principles And Practices of Adult Health Nursing, 1st Ed. St. Louis, Mo: The C. V. Mosby Co., 1990.

CONTENT/CONCEPT AREA

10. Caring for clients across the life span with disturbances in nutritional/metabolic and elimination patterns related to gastrointestinal tract dysfunction.

TASK/COMPETENCY

10.3 Implement care for the client with impaired swallowing, alteration in nutrition, and alteration in elimination.

PERFORMANCE OBJECTIVE

P10.3 Given the textbook, other learning resources and a selected real or hypothetical client with a nursing diagnosis of impaired swallowing, altered nutrition, and/or constipation/diarrhea, implement intervention strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E10.3.1 Discuss rationale for nursing actions.

E10.3.2 Implement nursing actions designed to achieve each objective.

CRITERION-REFERENCED MEASURE

C10.3 Implement intervention strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. In clinical setting elicit student explanations for nursing actions related to specific objective. (E10.3.1)
2. Supervise student implemention of nursing actions designed to achieve each objective. (E10.3.2)

SELECTED TOOLS AND MATERIALS

Textbooks
Appropriate forms (care plan form)

SELECTED AUDIOVISUAL MATERIALS

Instruct-prepared worksheets for appropriate interventions for clients with gastrointestinal disorders.

Handout - drugs related to gastrointestinal pathology

Videos/Filmstrips for review of skills related to GI problems

-TPN Management
-Nasogastric tube insertion/maintenance
-Intestinal tube insertion/maintenance
-Colostomy Care
-Paracentesis

SELECTED REFERENCES

Beare, Patricia and Myers, Judith, Principles And Practices of Adult Health Nursing, 1st Ed. St. Louis, Mo: The C.V. Mosby Co., 1990.

Brunner, L. and Suddarth, Doris, Textbook of Medical-Surgical Nursing. J.B. Lippincott Co. 1988.

Clark, J.B., Queener, S.F., and Karb, V.B. Pharmacological Basis of Nursing Practice. 3rd. Ed. St. Louis, Mo: C.V. Mosby Co., 1990.

Long, Barbara and Phipps, Wilma, Medical-Surgical Nursing: A Nursing Process Approach, 2 nd Ed. St. Louis, Mo: The C.V. Mosby Co., 1989.

Matheny, N. Fluid and Electrolyte Balance. Philadelphia: J.B. Lippincott Co., 1987.

Nursing '90 Drug handbook. (1990). Springhouse: Springhouse Corporation

Williams, S. Nutrition and Diet Therapy. (6th Edition) St. Louis, Mo: C.V. Mosby Co., 1989.

CONTENT/CONCEPT AREA

10. Caring for client across the life span with disturbances in nutritional/metabolic and elimination patterns related to gastrointestinal tract dysfunction.

TASK/COMPETENCY

10.4 Evaluate care of the client with impaired swallowing, alteration in nutrition, and alteration in elimination.

PERFORMANCE OBJECTIVE

P10.4 Given the textbook, other learning resources and a selected real or hypothetical client with a nursing diagnosis of impaired swallowing, altered nutrition, and/or constipation/diarrhea, evaluate the client's response to the nursing care according to the outcome criteria established with plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E10.4.1 Conduct a formative evaluation of the client's progress toward meeting selected objectives, using the measurable outcomes established in the plan of care.

E10.4.2 Conduct a summative evaluation of the client's progress toward meeting the client-centered goal.

CRITERION-REFERENCED MEASURE

C10.4 Given the textbook, other learning resources and a selected real or hypothetical client situation with a nursing diagnosis of impaired swallowing, altered nutrition, and/or constipation/diarrhea, evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assist students in conducting a formative evaluation of client's progress toward meeting objectives. (E10.4.1)
2. Assist students in conducting a summative evaluation of client's progress toward meeting client-centered goal. (E10.4.2)

SELECTED TOOLS AND MATERIALS

Textbooks
Nursing Care Plan Form

SELECTED AUDIOVISUAL MATERIALS

None

SELECTED REFERENCES

Textbooks as listed in 10.3

CONTENT/CONCEPT AREA

10. Caring for clients across the life span with disturbances in nutritional/metabolic and elimination patterns related to gastrointestinal tract dysfunction.

TASK/COMPETENCY

10.5 Use the nursing process to provide care to a selected client with cleft lip/palate.

PERFORMANCE OBJECTIVE

P10.5 Given a selected real or hypothetical client with a cleft lip/palate, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E10.5.1 Describe the epidemiology/etiology of cleft lip/palate pathology.

E10.5.2 Describe the clinical manifestations of the client with cleft lip/palate, including underlying pathophysiology.

E10.5.3 Describe surgical management of client including age specific nursing care.

E10.5.4 Describe the nursing role for each surgically-derived treatment modalities.

E10.5.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnosis: impaired swallowing, altered nutrition, fluid volume defecit, body image disturbance, impaired verbal communication, potential for aspiration, knowledged defecit: care giver anticipatory grieving, ineffective breastfeeding, ineffective individual/family coping, altered parenting.

E10.5.6 Implement intervention strategies for each associated nursing diagnosis.

E10.5.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C10.5 Use the nursing process to provide care for a client with cleft lip/palate pathology. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of cleft lip/palate. (E1C.5.1)
2. Discuss the clinical manifestations of the client with cleft lip/palate, including underlying pathophysiology. (E10.5.2)
3. Discuss surgical management of client including age specific pre-operative and postoperative nursing care. (E10.5.3,4)
4. Assign selected clients in the clinical area associate nursing diagnoses. Have students complete care plan. (E10.5,6,7)

SELECTED TOOLS AND MATERIALS

Textbooks
Appropriate institutional forms

SELECTED AUDIOVISUAL MATERIALS

Skills review videos

SELECTED REFERENCES

Textbooks as listed in 10.3

CONTENT/CONCEPT AREA

10. Caring for clients across the life span with disturbances in nutritional/metabolic and elimination patterns related to gastrointestinal tract dysfunction.

TASK/COMPETENCY

10.6 Use the nursing process to provide care to a selected client with tracheo-esophageal fistula.

PERFORMANCE OBJECTIVE

P10.6 Given a selected real or hypothetical client with tracheo-esophageal fistula, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E10.6.1 Describe the epidemiology/etiology of tracheo-esophageal fistula.

E10.6.2 Describe the clinical manifestations of the client with tracheo-esophageal fistula, including underlying pathophysiology.

E10.6.3 Describe surgical management of client including age specific nursing care.

E10.6.4 Describe the nursing role for the surgically-derived treatment modalities.

E10.6.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnosis: potential aspiration, ineffective breathing pattern, impaired swallowing, altered nutrition, fluid volume deficit, potential for altered parenting, anticipatory grieving, ineffective individual/family coping, knowledge deficit (caregiver), pain, potential impaired skin integrity, potential for infection, potential for injury (hemorrhage).

E10.6.6 Implement intervention strategies for each associated nursing diagnosis.

E10.6.7 Evaluate outcomes for selected nursing diagnosis.

CRITERION-REFERENCED MEASURE

C10.6 Use the nursing process to provide care for a client with tracheo-esophageal fistula. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of tracheo-esophageal fistula. (E10.6.1)
2. Discuss the clinical manifestations of the client with tracheo-esophageal fistula, including underlying pathophysiology. (E10.6.2)
3. Discuss surgical management of client including age specific preoperative and postoperative nursing care. (E10.6.3,4)
4. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plan. (E10.6.5,6,7)

SELECTED TOOLS AND MATERIALS

Textbooks
Appropriate forms for nursing care plan formulation

SELECTED AUDIOVISUAL MATERIALS

None

SELECTED REFERENCES

Textbooks as listed in 10.3

CONTENT/CONCEPT AREA

10. Caring for clients across the life span with disturbances in nutritional/metabolic and elimination patterns related to gastrointestinal tract dysfunction.

TASK/COMPETENCY

10.7 Use the nursing process to provide care to a selected client with hiatal hernia.

PERFORMANCE OBJECTIVE

P10.7 Given a selected real or hypothetical client with hiatal hernia, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E10.7.1 Describe the epidemiology/etiology of hiatal hernia.

E10.7.2 Describe the clinical manifestations of the client with hiatal hernia, including underlying pathophysiology.

E10.7.3 Discuss the therapeutic management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regiments.

E10.7.4 Describe the surgical management/ collaborative problems of the client with hiatal hernia.

E10.7.5 Describe the nursing role for each of the medically/ surgically derived treatment modalities.

E10.7.6 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnosis: pain, altered nutrition, fluid volume defecit, knowledge defecit, sleep pattern disturbance, ineffective breathing.

E10.7.6 Implement intervention strategies for each associated nursing diagnosis.

E10.7.7 Evaluate outcomes for selected nursing diagnosis.

CRITERION-REFERENCED MEASURE

C10.7 Use the nursing process to provide care for a client with hiatal hernia. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of hiatal hernia. (E10.7.1)

2. Discuss the clinical manifestations of the client with hiatal hernia. (E10.7.2)

3. Discuss therapeutic management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens. (E10.7.3)

4. Discuss surgical management of client including pre-operative and postoperative nursing care. Identify collaborative problems and their management. (E10.7.4,5)

5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plan. (E10.7.6,7,8)

SELECTED TOOLS AND MATERIALS

Textbooks
Appropriate forms for nursing care plan formulation

SELECTED AUDIOVISUAL MATERIALS

Transparencies (teacher made or publisher prepared)

SELECTED REFERENCES

Textbooks as listed in 10.3

CONTENT/CONCEPT AREA

10. Caring for clients across the life span with disturbances in nutritional/metabolic and elimination patterns related to gastrointestinal tract dysfunction.

TASK/COMPETENCY

10.8 Use the nursing process to provide care to a selected client with pyloric stenosis.

PERFORMANCE OBJECTIVE

P10.8 Given a selected real or hypothetical client with pyloric stenosis, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E10.8.1 Describe the epidemiology/etiology of pyloric stenosis.

E10.8.2 Describe the clinical manifestations of the client with pyloric stenosis, including underlying pathophysiology.

E10.8.3 Describe surgical management client including age specific nursing care.

E10.8.4 Describe the nursing role for each of the medically/ surgically-derived treatment modalities.

E10.8.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnosis: pain, altered nutrition, fluid volume defecit, knowledge deficit, care giver, potential for aspiration, and constipation.

E10.8.6 Implement intervention strategies for each associated nursing diagnosis.

E10.8.7 Evaluate outcomes for selected nursing diagnosis.

CRITERION-REFERENCED MEASURE

C10.8 Use the nursing process to provide care for a client with pyloric stenosis. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of pyloric stenosis. (E10.8.1)
2. Discuss clinical manifestations of the client with pyloric stenosis, including underlying pathophysiology. (E10.8.2)
3. Discuss surgical management of client including age specific preoperative and postoperative nursing care and identify management of postoperative collaborative problem. (E10.8.3,4)
4. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plan. (E10.8.5,6,7)

SELECTED TOOLS AND MATERIALS

Textbooks
Pediatric equipment

SELECTED AUDIOVISUAL MATERIALS

None

SELECTED REFERENCES

Whaley, L. and Wong, D. L. Nursing Care of Infants and Children. St. Louis, Mo.: C. V. Mosby Company.

Textbooks as listed in 10.3

CONTENT/CONCEPT AREA

10. Caring for clients across the life span with disturbances in nutritional/metabolic and elimination patterns related to gastrointestinal dysfunction.

TASK/COMPETENCY

10.9 Use the nursing process to provide care to a selected client with peptic ulcer.

PERFORMANCE OBJECTIVE

P10.9 Given a selected real or hypothetical client with peptic ulcer, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E10.9.1 Describe the epidemiology/etiology of peptic ulcer disease.

E10.9.2 Describe the clinical manifestations of the client with peptic ulcer disease, including underlying pathophysiology.

E10.9.3 Discuss the therapeutic management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regiments.

E10.9.4 Describe the surgical management/ collaborative problems of the client with peptic ulcer disease.

E10.9.5 Describe the nursing role for each of the medically/surgically-derived treatment modalities.

E10.9.6 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: altered nutrition, fluid volume deficit, pain, noncompliance with treatment, knowledge deficit, anxiety, constipation or diarrhea, potential for injury: collaborative problems (peritonitis, paralytic ileus, hemorrhage), alteration in tissue perfusion, ineffective individual coping.

E10.9.7 Implement intervention strategies for each associated nursing diagnosis.

E10.9.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C10.9 Use the nursing process to provide care for a client with peptic ulcer. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of peptic ulcer. (E10.9.1)
2. Discuss clinical manifestations of the client with peptic ulcer, including underlying pathophysiology. (E10.9.2)
3. Discuss therapeutic management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens. (E10.9.3)
4. Discuss surgical management of client including preoperative and postoperative nursing care. Identify collaborative problems and their management. (E10.9.4,5)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plan. (E10.9.6,7,8)

SELECTED TOOLS AND MATERIALS

Textbooks
Appropriate forms for nursing care plan formulation

SELECTED AUDIOVISUAL MATERIALS

Film: "Surgical Treatment of Peptic Ulcer"

SELECTED REFERENCES

Textbooks as listed in 10.3

CONTENT/CONCEPT AREA

10. Caring for clients across the life span with disturbances in nutritional/metabolic and elimination patterns related to gastrointestinal tract dysfunction.

TASK/COMPETENCY

10.10 Use the nursing process to provide care to a selected client with inflammatory bowel disease.

PERFORMANCE OBJECTIVE

P10.10 Given a selected real or hypothetical client with inflammatory bowel disease, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E10.10.1 Describe the epidemiology/etiology of inflammatory bowel disease.

E10.10.2 Describe the clinical manifestations of the client with inflammatory bowel disease, including underlying pathophysiology.

E10.10.3 Discuss the therapeutic management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regiments.

E10.10.4 Describe the surgical management/collaborative problems of the client with inflammatory bowel disease.

E10.10.5 Describe the nursing role for each of the medically/surgically derived treatment modalities.

E10.10.6 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnosis: altered nutrition, diarrhea, fluid volume defecit, knowledge defecit, anxiety, powerlessness, and body image disturbance, ineffective individual coping, alteration in comfort.

E10.10.7 Implement intervention strategies for each associated nursing diagnosis.

CONTENT/CONCEPT AREA

10. Caring for clients across the life span with disturbances in nutritional/metabolic and elimination patterns related to gastrointestinal tract dysfunction.

TASK/COMPETENCY

10.10 Use the nursing process to provide care to a selected client with inflammatory bowel disease.

PERFORMANCE OBJECTIVE

P10.10 Given a selected real or hypothetical client with inflammatory bowel disease, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E10.10.1 Describe the epidemiology/etiology of inflammatory bowel disease.

E10.10.2 Describe the clinical manifestations of the client with inflammatory bowel disease, including underlying pathophysiology.

E10.10.3 Discuss the therapeutic management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regiments.

E10.10.4 Describe the surgical management/collaborative problems of the client with inflammatory bowel disease.

E10.10.5 Describe the nursing role for each of the medically/surgically derived treatment modalities.

E10.10.6 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnosis: altered nutrition, diarrhea, fluid volume defecit, knowledge defecit, anxiety, powerlessness, and body image disturbance, ineffective individual coping, alteration in comfort.

E10.10.7 Implement intervention strategies for each associated nursing diagnosis.

E10.10.8 Evaluate outcomes for selected nursing diagnosis.

CRITERION-REFERENCED MEASURE

C10.10 Use the nursing process to provide care for a client with imflammatory bowel disease. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of inflammatory bowel disease. (E10.10.1)
2. Discuss clinical manifestations of the client with inflammatory bowel disease, including underlying pathophysiology. (E10.10.2)
3. Discuss medical management of client including relevant diagnostic tests, pharmacotherapy, diety therapy, and other medically-derived regimens. (E10.10.3)
4. Discuss surgical management of client including preoperative and postoperative nursing care and identify collaborative problems and their management. (E10.10.4,5)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plan. (E10.10.6,7,8)

SELECTED TOOLS AND MATERIALS

Textbooks
Appropriate forms for nursing care plan formulation

SELECTED AUDIOVISUAL MATERIALS

Computer Software (CIA) Caring for a client with an ileostomy
Models illustrating bowel and ostomies

SELECTED REFERENCES

Textbooks as listed in 10.3

Broadwell, D. and Jackson, B., editors: Principles of Ostomy Care. St. Louis: The C.V. Mosby Co., 1982.

Kodner, I. and Fry, R., Imflammatory Bowel Disease. Clinical Symposium 34: 1982. (Classic reference)

Motta GJ: Life Span Changes: Implication for Ostomy Care. Nursing Clinics of North America 22 (2): 333, 1987.

CONTENT/CONCEPT AREA

10. Caring for clients across the life span with disturbances in nutritional/metabolic and elimination patterns related to gastrointestinal tract dysfunction.

TASK/COMPETENCY

10.11 Use the nursing process to provide care to a selected client with cancer of the colon/rectum.

PERFORMANCE OBJECTIVE

P10.11 Given a selected real or hypothetical client with cancer of the colon, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E10.11.1 Describe the epidemiology/etiology of cancer of the colon/rectum.

E10.11.2 Describe the clinical manifestations of the client with cancer of the colon/rectum, including underlying pathophysiology.

E10.11.3 Discuss the therapeutic management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regiments.

E10.11.4 Describe the surgical management/ collaborative problems the client with cancer of the colon/rectum.

E10.11.5 Describe the nursing role for each of the medically/surgically-derived treatment modalities.

E10.11.6 *Assess the client for defining* characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: altered nutrition, knowledge deficit, pain, fatigue, sexual dysfunction, anticipatory grieving, hopelessness, powerlessness, body image disturbance, diarrhea, fluid volume deficit, alteration in skin integrity, potential social isolation.

E10.11.7 Implement intervention stratergies for each associated nursing diagnosis.

E10.11.8 Evaluate outcomes for selected nursing diagnosis.

CRITERION-REFERENCED MEASURE

C10.11 Use the nursing process to provide care for a client with cancer of the colon or rectum. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of cancer of the colon/rectum. (E10.11.1)
2. Discuss clinical manifestations of the client with cancer of the colon/rectum, including underlying pathophysiology. (E10.11.2)
3. Discuss therapeutic management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens. (E10.11.3)
4. Discuss surgical management of client including preoperative and postoperative nursing care and identify collaborative problems and their management. (E10.11.4,5)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plan. (E10.11.6,7,8)

SELECTED TOOLS AND MATERIALS

Textbooks
Appropriate forms for care plan formulation

SELECTED AUDIOVISUAL MATERIALS

Video: Caring for a Colostomy Patient Models with "Ostomies"

SELECTED REFERENCES

Smith, D., Colostomy Irrigations - So Simple. J. Enterostomy Therapy 10(6): 22, 1983.

Shipes E., Sexual Function Following Ostomy Surgery. Nursing Clinics of North America, 22(2):303, 1987.

CONTENT/CONCEPT AREA

10. Caring for clients across the life span with disturbances in nutritional/metabolic and elimination patterns related to gastrointestinal tract dysfunction.

TASK/COMPETENCY

10.12 Use the nursing process to provide care to a selected client with cirrhosis of the liver.

PERFORMANCE OBJECTIVE

P10.12 Given a selected real or hypothetical client with cirrhosis of the liver, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E10.12.1 Describe the epidemiology/etiology of cirrhosis of the liver.

E10.12.2 Describe the clinical manifestations of the client with cirrhosis of the liver, including underlying pathophysiology.

E10.12.3 Discuss the therapeutic management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regiments.

E10.12.4 Describe the surgical management/collaborative problems of the client with cirrhosis of the liver.

E10.12.5 Describe the nursing role for each of the medically/surgically derived treatment modalities.

E10.12.6 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnosis: pain, potential for infection, fluid volume defecit, ineffective breathing pattern, altered nutrition: less than body requirements, anxiety, ineffective family coping, potential for injury, chronic low self-esteem, self care deficit, altered thought process, skin integrity impairment.

E10.12.7 Implement intervention strategies for each associated nursing diagnosis.

E10.12.8 Evaluate outcomes for selected nursing diagnosis.

CRITERION-REFERENCED MEASURE

C10.12 Use the nursing process to provide care for a client with cirrhosis of the liver. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of cirrhosis of the liver. (E10.12.1)
2. Discuss clinical manifestations of the client with cirrhosis of the liver, including underlying pathophysiology. (E10.12.2)
3. Discuss medical management of client including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens. (E10.12.3)
4. Discuss surgical management of client including preoperative and postoperative nursing care and identify collaborative problems and their management. (E10.12.4,5)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plan. (E10.12.6,7,8)

SELECTED TOOLS AND MATERIALS

Textbooks
Appropriate forms for care plan formulation

SELECTED AUDIOVISUAL MATERIALS

Medcom filmstrip on "Abdominal Paracentesis" to be reviewed by student.

SELECTED REFERENCES

Textbooks as listed in 10.3

Wyngaarden, JB and Smith, LH, editors: Cecil Textbook of Medicine, ed. 16, Philadelphia, WB Saunders, 1982

CONTENT/CONCEPT AREA

10. Caring for clients across the life span with disturbances in Nutritional/metabolic and elimination patterns related to gastrointestinal tract dysfunction.

TASK/COMPETENCY

10.13 Use the nursing process to provide care to a selected client with cholecystitis/cholelithiasis.

PERFORMANCE OBJECTIVE

P10.13 Given a selected real or hypothetical client with cholecystitis/cholelithiasis, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E10.13.1 Describe the epidemiology/etiology of cholecystitis/ cholelithiasis.

E10.13.2 Describe the clinical manifestations of the client with cholecystitis/cholelithiasis, including underlying pathophysiology.

E10.13.3 Discuss the therapeutic management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regiments.

E10.13.4 Discuss the surgical management/collaborative problems of the client with cholecystitis/cholelithiasis.

E10.13.5 Describe the nursing role for each of the medically/ surgically derived treatment modalities.

E10.13.6 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnosis: pain, potential ineffective breathing, fluid volume deficit, potential impaired skin integrity, knowledge deficit, altered nutrition: less than body requirements, potential for injury: collaborative problems (peritonitis).

E10.13.7 Implement intervention strategies for each associated nursing diagnosis.

E10.13.8 Evaluate outcomes for selected nursing diagnosis.

CRITERION-REFERENCED MEASURE

C10.13 Use the nursing process to provide care for a client with cholecystitis/cholelithiasis. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of cholecystitis/ cholelithiasis. (E10.13.1)
2. Discuss clinical manifestations of the client with cholecystitis/cholelithiasis, including underlying pathophysiology. (E10.13.2)
3. Discuss therapeutic management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens. (E10.13.4,5)
4. Discuss surgical management of client including preoperative and postoperative nursing care and identify collaborative problems and their management. (E10.13.4,5)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plan. (E10.13.6,7,8)

SELECTED TOOLS AND MATERIALS

Textbooks
Appropriate forms for care plan formulation

SELECTED AUDIOVISUAL MATERIALS

T-Tube set up on a model for review

SELECTED REFERENCES

Textbooks as listed in 10.3.

Jermier, BJ and Treloar DM: Bringing Your Patient Through Gallbladder Surgery, RN 49(11): 18, 1986.

NURSING ARTICULATION - UNIT XI

CONTENT/CONCEPT AREA

11. Caring for clients across the life span with disturbances in the health perception/health management pattern related to endocrine dysfunction.

TASKS/COMPETENCIES

11.1 Assess the client for the defining characteristics and etiological factors of alteration in health maintenance, potential for injury and potential for infection.

11.2 Plan care for the client with alteration in health maintenance, potential for injury and potential for infection.

11.3 Implement care for the client with alteration in health maintenance, potential for injury and potential for infection.

11.4 Evaluate care of the client with alteration in health maintenance, potential for injury and potential for infection.

11.5 Use the nursing process to provide care for a selected client with thyroid dysfunction.

11.6 Use the nursing process to provide care for a selected client with pituitary dysfunction.

11.7 Use the nursing process to provide care for a selected client with parathyroid dysfunction.

11.8 Use the nursing process to provide care for a selected client with adrenocortical dysfunction.

11.9 Use the nursing process to provide care for a selected client with diabetes mellitus.

CONTENT/CONCEPT AREA

11. Caring for clients across the life span with disturbances in the health perception/health management pattern related to endocrine dysfunction.

TASK/COMPETENCY

11.1 Assess the client for the defining characteristics and etiological factors of alteration in health maintenance, potential for injury and potential for infection.

PERFORMANCE OBJECTIVE

P.11.1 Given the textbook and related learning resources, assess the client for the defining characteristics and etiological factors of alteration in health maintenance, potential for injury and potential for infection. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E11.1.1 Review the anatomy and physiology of the endocrine system.

E11.1.2 Interview a client and/or significant other to obtain information related to current and past endocrine problems and the presence risk factors.

E11.1.3 Explain the physiological basis for subjective and objective data related to endocrine dysfunction.

E11.1.4 Inspect the client for the following: altered facial features, skin texture, skin color, skin temperature, hirsutism, weight loss, weight gain, abnormal secondary sex characteristics, hyperreflexia and hyporeflexia, enlarged thyroid, exopthalamos, level of consciousness, fruity breath.

CRITERION-REFERENCED MEASURE

C11.1 Assess the client for the defining characteristics and etiological factors of alteration in health maintenance, potential for injury and potential for infection. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Use pretest to evaluate the student's knowledge of anatomy and physiology of the endocrine system. (E11.1.1)
2. Discuss relevant questions to be asked in obtaining information on a health history from an assigned client with endocrine dysfunction. (E11.1.2)
3. Discuss the physiologic basic for each nursing diagnosis derived from subjective and objective data. (E11.1.3)
4. Demonstrate the techniques used to assess endocrine dysfunction. (E11.1.4)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

Examination of the Head and Neck. AJN 4156S, 1990.

Critical Care Nursing Simulations-Endocrine Series. Medi-Sim 1989.

An Overview of Endocrine Physiology. Concept Media 1990.

SELECTED REFERENCES

Jubiz, W. Endocrinology: A Logical Approach for Clinicians. New York, McGraw Hill Book Co. 1985.

Bruner, L. and Suddarth, Doris. Textbook of Medical - Surgical Nursing. J. B. Lippincott Co. 1988.

CONTENT/CONCEPT AREA

11. Caring for client across the life span with disturbances in the health perception/health management pattern related to endocrine dysfunction.

TASK/COMPETENCY

11.2 Plan care for the client with alteration in health maintenance, potential for injury and potential for infection.

PERFORMANCE OBJECTIVE

P11.2 Given the textbook, related learning resources, and a real or hypothetical client with a nursing diagnosis of alteration in health maintenance, potential for injury and potential for infection, plan care for the client with altered health maintenance, potential for injury and potential for infection. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E11.2.1 Establish client-centered goals.

E11.2.2 Develop 3-6 selected measurable objectives to achieve client-centered goals.

E11.2.3 Write nursing orders to achieve each objective.

E11.2.4 Explain the rationale for each order.

CRITERION-REFERENCED MEASURE

C11.2 Plan care for the client with altered health maintenance, potential for injury and potential for infection. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assist student in writing client-centered goals for selected nursing diagnoses. (E11.2.1)
2. Assist student in writing measurable objectives to achieve client centered goals. (E11.2.2)
3. Assist student in writing nursing orders for each objective. (E.11.2.3)
4. Facilitate discussion of rationale for nursing orders.

SELECTED TOOLS AND MATERIALS

Textbook
Care plans from affiliating agencies

SELECTED AUDIOVISUAL MATERIALS

Diagnostic Reasoning. Concept Media, 1990

Creative Problem-Solving. Concept Media, 1990

SELECTED REFERENCES

Malasanos, L. and et al. Health Assessment. Third Edition, St. Louis: The C. V. Mosby Co., 1986.

CONTENT/CONCEPT AREA

11 Caring for clients across the life span with disturbances in the health perception/health management pattern related to endocrine dysfunction.

TASK/COMPETENCY

11.3 Implement care for the client with an altered health maintenance, potential for injury and potential for infection.

PERFORMANCE OBJECTIVE

P11.3 Given the textbook, related learning resources, and a client with a nursing diagnosis for the client with altered health maintenance, potential for injury and potential for infection, implement intervention strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E11.3.1 Discuss rationale for nursing actions.

E11.3.2 Implement nursing actions designed to achieve each objective.

CRITERION-REFERENCED MEASURE

C11.3 Implement intervention strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Elicit student explanations for nursing actions related to objectives. (E11.3.1)
2. Supervise student implementation of nursing actions.

SELECTED TOOLS AND MATERIALS

Textbook
Nursing care plans

SELECTED AUDIOVISUAL MATERIALS

Nursing Process. Concept Media, 1990

SELECTED REFERENCES

Brunner, L. and Suddarth, Doris. Textbook of Medical-Surgical Nursing. J. B. Lippincott Co., 1988.

CONTENT/CONCEPT AREA

11. Caring for clients across the life span with disturbances in the health perception/health management pattern related to endocrine dysfunction.

TASK/COMPETENCY

11.4 Evaluate care of the client with alteration in health maintenance, potential for injury and potential for infection.

PERFORMANCE OBJECTIVE

P11.4 Given the textbook, other related learning resources and a selected real or hypothetical client with a nursing diagnosis of alteration in health maintenance, potential for injury and potential for infection, evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E11.4.1 Conduct a formative evaluation of the client's progress toward meeting selected objectives, using the measurable outcomes established in the plan of care.

E11.4.2 Conduct a summative evaluation of the client's progress toward meeting the client-centered goal.

CRITERION-REFERENCED MEASURE

C11.4 Given the textbook, other learning resources and a selected real or hypothetical client situation with a nursing diagnosis of alteration in health maintenance, potential for injury and potential for infection, evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Supervise the student's formative evaluation of the client's progress toward meeting objectives. (E11.4.1)
2. Assist the student in conduction of a summative evaluation of the client's progress toward meeting client-centered goals. (E11.4.2)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

None

SELECTED REFERENCES

Bagdale, J.D. Endocrine Emergencies. Medical Clinics of North America, 1986.

CONTENT/CONCEPT AREA

11. Caring for clients across the life span with disturbances in the health perception/health management pattern related to endocrine dysfunction.

TASK/COMPETENCY

11.5 Use the nursing process to provide care to a selected client with thyroid dysfunction.

PERFORMANCE OBJECTIVE

P11.5 Given a selected real or hypothetical client with thyroid dysfunction, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E11.5.1 Discuss the epidemiology/etiology of thyroid dysfunction.

E11.5.2 Describe the clinical manifestations of the client with thyroid dysfunction including underlying pathophysiology.

E11.5.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically/surgically derived regimens.

E11.5.4 Discuss the nursing role for each of the medically/ surgically derived treatment modalities.

E11.5.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, decreased cardiac output, ineffective individual coping, altered nutrition, sensory/perceptual alteration, pain, heat intolerance, activity intolerance, impaired home maintenance management, alteration in elimination, and altered body image.

E11.5.6 Implement intervention strategies for each associated nursing diagnosis.

E11.5.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C11.5 Use the nursing process to provide care for a client with thyroid dysfunction. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of thyroid dysfunction. (E11.5.1)

2. Discuss signs and symptoms of thyroid dysfunction, explaining and reviewing pathophysiology. (E.11.5.2)

3. Differentiate between medical and surgical management of clients with thyroid dysfunction. (E11.5.3)

4. Have students analyze the role of the nurse in each treatment modality. (E11.5.4)

5. Assign selected clients in the clinical area with associated nursing diagnoses to students for implementation of a completed nursing care plan. (E11.5.5, E11.5.6, E11.5.7)

SELECTED TOOLS AND MATERIALS

Textbook
Nursing care plan forms

SELECTED AUDIOVISUAL MATERIALS

A Patient in Thyrotoxic Crisis. Med-Sim., 1990

SELECTED REFERENCES

Brunner, L. and Suddarth, Doris. Textbook of Medical-Surgical Nursing. J.B. Lippincott Co. 1988.

CONTENT/CONCEPT AREA

11. Caring for clients across the life span with disturbances in the health perception/health management pattern related to endocrine dysfunction.

TASK/COMPETENCY

11.6 Use the nursing process to provide care to a selected client with pituitary dysfunction.

PERFORMANCE OBJECTIVE

P11.6 Given a selected real or hypothetical client with pituitary dysfunction, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E11.6.1 Describe the epidemiology/etiology of pituitary dysfunction.

E11.6.2 Describe the clinical manifestations of the client with pituitary dysfunction including underlying pathophysiology.

E11.6.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically/surgically derived regimens.

E11.6.4 Describe the nursing role for each of the medical-surgically derived treatment modalities.

E11.6.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: fatigue, decreased cardiac output, body image disturbance, ineffective individual coping, alteration in sexual function, alteration in nutrition, altered growth and development, thermoregulation ineffective, altered thought processes, fluid volume deficit, activity intolerance, alteration in elimination.

E11.6.6 Implement intervention strategies for each associated nursing diagnosis.

E11.6.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C11.6 Use the nursing process to provide care for a client with a pituitary dysfunction. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of pituitary dysfunction. (E11.6.1)
2. Discuss signs and symptoms of pituitary dysfunction, reviewing and explaining pathophysiology. (E11.6.2)
3. Differentiate between the medical and surgical management of pituitary dysfunction. (E11.6.3)
4. Have student analyze the role of the nurse in each treatment modality. (E11.6.4)
5. Assign selected clients with associated nursing diagnoses to students for the implementation of completed nursing care plans. (E11.6.5, E11.6.6, E11.6.7)

SELECTED TOOLS AND MATERIALS

Textbook
Nursing care plan forms

SELECTED AUDIOVISUAL MATERIALS

A Patient with Diabetes Insipidus. Med-Sim 1990.

SELECTED REFERENCES

Brunner, L. and Suddarth, Doris. *Textbook of Medical-Surgical Nursing*. J.B. Lippincott Co. 1988.

CONTENT/CONCEPT AREA

11. Caring for clients across the life span with disturbances in the health perception/health management pattern related to endocrine dysfunction.

TASK/COMPETENCY

11.7 Use the nursing process to provide care to a selected client with a parathyroid dysfunction.

PERFORMANCE OBJECTIVE

P11.7 Given a selected real or hypothetical client with a parathyroid dysfunction, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E11.7.1 Describe the epidemiology/etiology of parathyroid dysfunction.

E11.7.2 Describe the clinical manifestations of the client with parathyroid dysfunction including underlying pathophysiology.

E11.7.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically/surgically derived regimens.

E11.7.4 Describe the nursing role for each of the medically-surgically derived treatment modalities.

E11.7.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: ineffective breathing patterns, decreased cardiac output, dysreflexia.

E11.7.6 Implement intervention strategies for each associated nursing diagnosis.

E11.7.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C11.7 Use the nursing process to provide care for a selected client with a parathyroid dysfunction. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of parathyroid dysfunction. (E11.7.1)
2. Discuss signs and symptoms of parathyroid dysfunction, reviewing and explaining pathophysiology. (E11.7.2)
3. Differentiate between the medical and surgical management of the client with parathyroid dysfunction. (E11.7.3)
4. Have students analyze the role of the nurse in each treatment modality. (E11.7.4)
5. Assign selected clients with associated nursing diagnoses to students for the implementation of completed nursing care plans. (E11.7.5, E11.7.6, E11.7.7)

SELECTED TOOLS AND MATERIALS

Textbook
Nursing care plan forms

SELECTED AUDIOVISUAL MATERIALS

Regulation of Calcium. Concept Media 1990.

SELECTED REFERENCES

Brunner, L. and Suddarth, Doris. Textbook of Medical-Surgical Nursing. J.B. Lippincott Co. 1988.

CONTENT/CONCEPT AREA

11. Caring for clients across the life span with disturbances in the health perception/health management pattern related to endocrine dysfunction.

TASK/COMPETENCY

11.8 Use the nursing process to provide care to a selected client with adrenocortical dysfunction.

PERFORMANCE OBJECTIVE

P11.8 Given a selected real or hypothetical client with adrenocortical dysfunction, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E11.8.1 Describe the epidemiology/etiology of adrenocortical dysfunction.

E11.8.2 Describe the clinical manifestations of the client with adrenocortical dysfunction including underlying pathophysiology.

E11.8.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-surgically derived regimens.

E11.8.4 Describe the nursing role for each of the medically-surgically derived treatment modalities.

E11.8.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: activity intolerance, anxiety, body image disturbance, ineffective coping, fatigue, fluid volume excess, infection potential, impaired mobility, alteration in nutrition, injury potential, altered thought processes and knowledge deficit.

E11.8.6 Implement intervention strategies for each associated nursing diagnosis.

E11.8.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C11.8 Use the nursing process to provide care for a selected client with adrenocortical dysfunction. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of adrenocortical dysfunction. (E11.8.1)
2. Discuss signs and symptoms of adrenocortical dysfunction, reviewing and explaining pathophysiology. (E11.8.2)
3. Differentiate between medical and surgical treatment of clients with adrenocortical dysfunction. (E11.8.3)
4. Have students analyze the role of the nurse in each treatment modality. (E11.8.4)
5. Assign selected clients with associated nursing diagnoses to students for implementation of a completed nursing care plan. (E11.8.5, E11.8.6, E11.8.7)

SELECTED TOOLS AND MATERIALS

Textbook
Nursing care plan forms

SELECTED AUDIOVISUAL MATERIALS

A Patient Experiencing Acute Adrenal Cortical Insufficiency. Med-Sim., 1990.

Regulation of Metabolism: Glucocorticoids. Concept Media, 1990

Clinical Applications. Concept Media. 1990

SELECTED REFERENCES

Brunner, L. and Suddarth, Doris. Textbook of Medical-Surgical Nursing. J.B. Lippincott Co. 1988.

CONTENT/CONCEPT AREA

11. Caring for clients across the life span with disturbances in the health perception/health management pattern related to endocrine dysfunction.

TASK/COMPETENCY

11.9 Use the nursing process to provide care to a selected client with diabetes mellitus.

PERFORMANCE OBJECTIVE

P11.9 Given a selected real or hypothetical client with diabetes mellitus, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E11.9.1 Describe the epidemiology/etiology of diabetes mellitus.

E11.9.2 Describe the clinical manifestations of the client with diabetes mellitus including underlying pathophysiology.

E11.9.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E11.9.4 Describe the nursing role for each of the medically/surgically derived treatment modalities.

E11.9.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: fluid volume deficit, knowledge deficit, noncompliance, altered nutrition, self-care deficit, impaired skin integrity, potential for infection, sensory/perceptual alteration.

E11.9.6 Implement intervention strategies for each associated nursing diagnosis.

E11.9.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C11.9 Use the nursing process to provide care for a client with diabetes mellitus. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of diabetes mellitus, reviewing and explaining pathophysiology. (E11.9.1)
2. Discuss signs and symptoms of diabetes mellitus, reviewing and explaining pathophysiology. (E11.9.2)
3. Differentiate between medical and surgical management of the client with diabetes mellitus. (E11.9.3)
4. Have the student analyze the role of the nurse in each treatment modality. (E11.9.4)
5. Assign selected clients with associated nursing diagnoses to students for implementation of completed nursing care plans. (E11.9.5, E11.9.6, E11.9.7)

SELECTED TOOLS AND MATERIALS

Textbook
Nursing care plan forms

SELECTED AUDIOVISUAL MATERIALS

Nursing Management of Diabetes in the Adult. AJN, 1990.

A Patient in Hyperglycemic Ketoacidotic Crisis. Med-Sim. 1990

Hypoglycemia: Diabetes. Concept Media. 1990

SELECTED REFERENCES

Byrnes, C.A. "What's New in the Diabetic Diet?" Nursing 87, 1987

Callahan, M. and Bradley, D.J. "Why You Should Teach Your Diabetic Patient to Chart." Nursing 88, 1988.

Christman, C. and J. Bennet. "Diabetes, New Names, New Test, New Diet." Nursing 87, January, 1987, pp 34-41

Funnell, M. and McNitt, P. "Autonomic Neuropathy: Diabetic's Hidden Foe." AJN, March, 1986, p. 266.

Hernandez, C.M.G. "Surgery and Diabetes: Minimizing the Risk." AJN, February 1987, p. 788.

NURSING ARTICULATION - UNIT XII

CONTENT/CONCEPT AREA

12. Caring for clients across the life span with disturbances in the activity/exercise pattern related to musculoskeletal dysfunction

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TASKS/COMPETENCIES

12.1 Assess the client for the defining characteristics and etiological factors of activity intolerance, potential for disuse and impaired physical mobility

12.2 Plan care for the client with activity intolerance, potential for disuse and impaired physical mobility

12.3 Implement care for the client with activity intolerance, potential for disuse and impaired physical mobility

12.4 Evaluate care of the client with activity intolerance potential for disuse and impaired physical mobility

12.5 Use the nursing process to provide care for a selected client with fractures

12.6 Use the nursing process to provide care for a selected client with degenerative joint disease/rheumatoid arthritis

12.7 Use the nursing process to provide care for a selected client with congenital hip

12.8 Use the nursing process to provide care for a selected client with scoliosis

CONTENT/CONCEPT AREA

12. Caring for clients across the life span with disturbances in the activity/exercise pattern related to musculoskeletal dysfunction.

TASK/COMPETENCY

12.1 Assess the client for the defining characteristics and etiological factors for activity intolerance, potential for disuse, and impaired physical mobility.

PERFORMANCE OBJECTIVE

P.12.1 Given the textbook and related learning resources, assess the client for the defining characteristics and etiological factors of activity intolerance, potential for disuse and impaired physical mobility. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E12.1.1 Review the anatomy and physiology of the musculoskeletal system.
E12.1.2 Interview client a and/or significant other and review client's record to obtain information related to present and past musculoskeletal problems and the presence of risk factors.
E12.1.3 Explain the physiological basis for subjective and objective data related to activity intolerance, potential for disuse, and impaired physical mobility.
E12.1.4 Assess the client for impaired range of motion, gait and postural abnormalities.

CRITERION-REFERENCED MEASURE

C12.1 Assess the client for the defining characteristics and etiological factors of activity intolerance, potential for disuse and impaired physical mobility. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Use pre-test to evaluate students' knowledge of anatomy and physiology (E12.1.1).
2. Discuss pertinent questions to be asked in obtaining information on health history (E12.1.2).
3. Evaluate students' nursing histories relative to the musculoskeletal system (E12.1.2).
4. For subjective and objective data discuss physiologic basis of each nursing diagnosis (E12.1.3).
5. Demonstrate musculoskeletal assessment techniques (E12.1.4).
6. Supervise student practice of musculoskeletal assessment techniques (E12.1.4).

SELECTED TOOLS AND MATERIALS

Textbook
Handouts
Simulated chart and/or client's chart

SELECTED AUDIOVISUAL MATERIALS

Hospital Satellite Network: "Orthopedic Assessment"

SELECTED REFERENCES

Beane, Patricia and Myers, Judith, Principles And Practices of Adult Health Nursing, 1st Ed. St. Louis, Mo: J.B. Lippincott Company, 1990.

Brunner, L. and Suddarth, Doris, Textbook of Medical-Surgical Nursing. J.B. Lippincott Co. 1988.

Long, Barbara and Phipps, Wilma, Medical-Surgical Nursing: A Nursing Process Approach, 2 nd Ed. St. Louis, Mo: The C.V. Mosby Co., 1989.

Weber, J. Nurses' Handbook of Health Assessment. Philadelphia: J.B. Lippincott Co. 1988.

CONTENT/CONCEPT AREA

12. Caring for clients across the life span with disturbances in the activity/exercise pattern related to musculoskeletal dysfunction.

TASK/COMPETENCY

12.2 Plan care for the client with activity intolerance, potential for disuse and impaired physical mobility.

PERFORMANCE OBJECTIVE

P.12.2 Given the textbook and related learning resources, and a real or hypothetical client with a nursing diagnosis of activity intolerance, potential for disuse and impaired mobility, plan care for the client with activity intolerance, potential for disuse and impaired physical mobility. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E12.2.1 Establish client-centered goals.
E12.2.2 Develop 3-6 selected measurable objectives to achieve client centered goals.
E12.2.3 Write nursing orders to achieve each objective.
E12.2.4 Explain the rationale for each nursing order.

CRITERION-REFERENCED MEASURE

C12.2 Plan the care for the client with a musculoskeletal dysfunction. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assist students in writing client-centered goals for selected nursing diagnoses (E12.2.1).
2. Assist students in writing measurable objectives to achieve client-centered goals (E12.2.2).
3. Assist students in writing nursing orders for each objective (E12.2.3).
4. Facilitate classroom discussions of rationales for nursing orders (E12.2.4).

SELECTED TOOLS AND MATERIALS

Textbook
Handouts
Simulated chart and/or simulated materials

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Beane, Patricia and Myers, Judith, Principles And Practices of Adult Health Nursing, 1st Ed. St. Louis, Mo: J.B. Lippincott Company, 1990.

Brunner, L. and Suddarth, Doris, Textbook of Medical-Surgical Nursing. J.B. Lippincott Co. 1988.

Long, Barbara and Phipps, Wilma, Medical-Surgical Nursing: A Nursing Process Approach, 2 nd Ed. St. Louis, Mo: The C.V. Mosby Co., 1989.

Weber, J. Nurses' Handbook of Health Assessment. Philadelphia: J.B. Lippincott Co. 1988.

CONTENT/CONCEPT AREA

12. Caring for clients across the life span with disturbances in the activity/exercise pattern related to musculoskeletal dysfunction.

TASK/COMPETENCY

12.3 Implement care for the client with activity intolerance, potential for disuse and impaired physical mobility.

PERFORMANCE OBJECTIVE

P.12.3 Given a textbook and related learning resources, simulated and/or real situations, implement care for the client with activity intolerance, potential for disuse and impaired physical mobility. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E12.3.1 Discuss the rationale for nursing actions.
E12.3.2 Prioritize nursing actions.
E12.3.3 Implement nursing actions designed to achieve each objective.
E12.3.4 Document care given to client.
E12.3.5 Communicate to other members of the health team pertinent information.

CRITERION-REFERENCED MEASURE

C12.3 Implement care for the client with activity intolerance, potential for disuse and impaired physical mobility. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. In clinical setting, elicit student explanations for nursing actions related to specific objectives (E12.3.1).
2. Supervise student implementation of nursing actions (E12.3.2).

SELECTED TOOLS AND MATERIALS

Textbook
Handouts
Simulated chart and/or client's chart

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Beane, Patricia and Myers, Judith, Principles And Practices of Adult Health Nursing, 1st Ed. St. Louis, Mo: J.B. Lippincott Company, 1990.
Brunner, L. and Suddarth, Doris, Textbook of Medical-Surgical Nursing. J.B. Lippincott Co. 1988.
Long, Barbara and Phipps, Wilma, Medical-Surgical Nursing: A Nursing Process Approach, 2 nd Ed. St. Louis, Mo: The C.V. Mosby Co., 1989.
Weber, J. Nurses' Handbook of Health Assessment. Philadelphia: J.B. Lippincott Co. 1988.

CONTENT/CONCEPT AREA

12. Caring for clients across the life span with disturbances in the activity/exercise pattern related to musculoskeletal dysfunction.

TASK/COMPETENCY

12.4 Evaluate care of the client with activity intolerance potential for disuse and impaired physical mobility.

PERFORMANCE OBJECTIVE

P.12.4 Given the textbook and related learning resources, and a selected real or hypothetical client with a nursing diagnosis of activity intolerance, potential for disuse and/or impaired physical mobility, evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E12.4.1 Conduct a formative evaluation of the client's progress toward meeting selected objectives, using the measurable outcomes established in the plan of care.

E12.4.2 Conduct a summative evaluation of the client's progress toward meeting the client-centered goal.

CRITERION-REFERENCED MEASURE

C12.4 Given the textbook and related learning resources and a selected real or hypothetical client with a nursing diagnosis of activity intolerance potential for disuse and impaired physical mobility evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. **Assist students in conducting a formative evaluation of clients' progress toward meeting objectives (E12.4.1).**
2. **Assist students in conducting a summative evaluation of clients' progress toward meeting client-centered goal (E12.4.2).**

SELECTED TOOLS AND MATERIALS

Textbook
Handouts
Simulated chart and/or client's chart

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Beane, Patricia and Myers, Judith, Principles And Practices of Adult Health Nursing, 1st Ed. St. Louis, Mo: J.B. Lippincott Company, 1990.
Brunner, L. and Suddarth, Doris, Textbook of Medical-Surgical Nursing. J.B. Lippincott Co. 1988.
Long, Barbara and Phipps, Wilma, Medical-Surgical Nursing: A Nursing Process Approach, 2 nd Ed. St. Louis, Mo: The C.V. Mosby Co., 1989.
Weber, J. Nurses' Handbook of Health Assessment. Philadelphia: J.B. Lippincott Co. 1988.

CONTENT/CONCEPT AREA

12. Caring for clients across the life span with disturbances in the activity/exercise pattern related to musculoskeletal dysfunction.

TASK/COMPETENCY

12.5 Use the nursing process to care for the client with fractures.

PERFORMANCE OBJECTIVE

P.12.5 Given a selected real or hypothetical client with fractures, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E12.5.1 Describe the epidemiology/etiology of fractures.
E12.5.2 Describe the clinical manifestations of the client with a fracture including underlying pathophysiology.
E12.5.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.
E12.5.4 Describe the nursing role for each of the medically/surgically derived treatment modalities.
E12.5.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnosis: potential for injury, alteration in comfort, altered tissue perfusion, impaired gas exchange, impaired physical mobility, impaired skin/tissue integrity, potential for infection, and knowledge deficit, body image disturbance, social isolation, alteration in elimination diversional activity deficit, and alteration in role performance.
E12.5.6 Implement interventions strategies for each associated nursing diagnosis.
E12.5.7 Evaluate outcomes for selected nursing diagnosis.

CRITERION-REFERENCED MEASURE

C12.5 Use the nursing process to provide care for the client with a fracture. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of fractures (E12.5.1).
2. Discuss the clinical manifestations of the client with a fracture explaining and reviewing pathophysiology (E12.5.2).
3. Discuss the medical and surgical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens (E12.5.3).
4. Discuss the nursing role for each of the medically and surgically derived modalities (E12.5.4).
5. Discuss intervention strategies for each associated nursing diagnosis. (E12.5.5 - E12.5.7).

SELECTED TOOLS AND MATERIALS

Textbook
Handouts
Simulated chart and/or client's chart

SELECTED AUDIOVISUAL MATERIALS

Hospital Satellite Network: "Nursing Care of Patients With Casts" and "Traction: Checks and Balances".

SELECTED REFERENCES

Beane, Patricia and Myers, Judith, Principles And Practices of Adult Health Nursing, 1st Ed. St. Louis, Mo: J.B. Lippincott Company, 1990.
Brunner, L. and Suddarth, Doris, Textbook of Medical-Surgical Nursing. J.B. Lippincott Co. 1988.
Long, Barbara and Phipps, Wilma, Medical-Surgical Nursing: A Nursing Process Approach, 2 nd Ed. St. Louis, Mo: The C.V. Mosby Co., 1989.
Weber, J. Nurses' Handbook of Health Assessment. Philadelphia: J.B. Lippincott Co. 1988.

CONTENT/CONCEPT AREA

12. Caring for clients across the life span with disturbances in the activity/exercise pattern related to musculoskeletal dysfunction.

TASK/COMPETENCY

12.6 Use the nursing process to Provide care for the client with degenerative joint disease or rheumatoid arthritis.

PERFORMANCE OBJECTIVE

P.12.6 Given a selected real or hypothetical client with degenerative joint disease/rheumatoid arthritis, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

ENABLING OBJECTIVES

E12.6.1 Describe the epidemiology/etiology of degenerative joint disease/rheumatoid arthritis.
E12.6.2 Describe the clinical manifestations of the client with degenerative joint disease/rheumatoid arthritis including underlying pathophysiology.
E12.6.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.
E12.6.4 Describe the nursing role for each of the medically/surgically derived treatment modalities.
E12.6.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: altered comfort, impaired mobility, self care deficit, knowledge deficit, non-compliance, altered body image, impaired social interaction, and altered role performance.
E12.6.6 Implement intervention strategies for each associated nursing diagnosis.
E12.6.7 Evaluate outcomes for selected nursing diagnosis.

CRITERION-REFERENCED MEASURE

C12.6 Use the nursing process to provide care for a selected client with degenerative joint disease/rheumatoid arthritis. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of arthritis (E12.6.1).
2. Discuss the clinical manifestations of the client with degenerative joint disease/rheumatoid arthritis (E12.6.2).
3. Discuss the medical/surgical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens (E12.6.3).
4. Describe the nursing role for each of the medically/surgically derived treatment modalities (E12.6.4).
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E12.6.5 -E12.6.7).

SELECTED TOOLS AND MATERIALS

Textbook
Handouts
Simulated chart and/or client's chart

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Beane, Patricia and Myers, Judith, Principles And Practices of Adult Health Nursing, 1st Ed. St. Louis, Mo: J.B. Lippincott Company, 1990.

Brunner, L. and Suddarth, Doris, Textbook of Medical-Surgical Nursing. J.B. Lippincott Co. 1988.

Long, Barbara and Phipps, Wilma, Medical-Surgical Nursing: A Nursing Process Approach, 2 nd Ed. St. Louis, Mo: The C.V. Mosby Co., 1989.

Weber, J. Nurses' Handbook of Health Assessment. Philadelphia: J.B. Lippincott Co. 1988.

CONTENT/CONCEPT

12. Caring for clients across the life span with disturbances in the activity/exercise pattern related to musculoskeletal dysfunction.

TASK/COMPETENCY

12.7 Use the nursing process to provide care for a selected client with congenital hip.

PERFORMANCE OBJECTIVE

P.12.7 Given a selected real or hypothetical client with congenital hip, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E12.7.1 Describe the epidemiology/etiology of congenital hip.

E12.7.2 Describe the clinical manifestations of the client with congenital hip, including underlying pathophysiology.

E12.7.3 Discuss the medical-surgical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, psychological support and other medically-derived regimens.

E12.7.4 Describe the nursing role for each of the medically-derived treatment modalities.

E12.7.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: altered comfort, impaired mobility, potential knowledge deficit, altered body image, altered development and altered body image.

E12.7.6 Implement intervention strategies for each associated nursing diagnosis.

E12.7.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C12.7 Use the nursing process to provide care for a selected client with congenital hip. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of congenital hip (E12.7.1).
2. Discuss the clinical manifestations of the client with a congenital hip explaining and reviewing pathophysiology (E12.7.2).
3. Discuss the medical and surgical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens (E12.7.3).
4. Discuss the nursing role for each of the medically-derived and surgically-derived modalities (E12.7.4).
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E12.7.5 -E12.7.7).

SELECTED TOOLS AND MATERIALS

Textbook
Handbooks
Client's Chart and/or simulated materials

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Beane, Patricia and Myers, Judith, Principles And Practices of Adult Health Nursing, 1st Ed. St. Louis, Mo: J.B. Lippincott Company, 1990.
Brunner, L. and Suddarth, Doris, Textbook of Medical-Surgical Nursing. J.B. Lippincott Co. 1988.
Long, Barbara and Phipps, Wilma, Medical-Surgical Nursing: A Nursing Process Approach, 2 nd Ed. St. Louis, Mo: The C.V. Mosby Co., 1989.
Weber, J. Nurses' Handbook of Health Assessment. Philadelphia: J.B. Lippincott Co. 1988.

CONTENT/CONCEPT

12. Caring for clients across the life span with disturbances in the activity/exercise pattern related to musculoskeletal dysfunction.

TASK/COMPETENCY

12.8 Use the nursing process to provide care for a selected client with scoliosis.

PERFORMANCE OBJECTIVE

P.12.8 Given a selected real or hypothetical client with scoliosis, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E12.8.1 Describe the epidemiology/etiology of scoliosis.
12.8.2 Describe the clinical manifestations of the client with scoliosis, including underlying pathophysiology.
12.8.3 Discuss the medical-surgical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, age specific pre-operative and post-operative care, psychological support and other medically-derived regimens.
12.8.4 Describe the nursing role for each of the medically-derived treatment modalities.
12.8.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: altered comfort, impaired mobility, knowledge deficit, non-compliance, altered body image, altered role performance.
12.8.6 Implement intervention strategies for each associated nursing diagnosis.
12.8.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C12.8 Use the nursing process to provide care for a selected client with scoliosis. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of scoliosis (E12.8.1).
2. Discuss the clinical manifestations of the client with scoliosis, explaining and reviewing pathophysiology (E12.8.2).
3. Discuss the medical and surgical management of the client, age specific pre-operative and post-operative nursing care, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens (E12.8.4).
4. Discuss the nursing role for each of the medically-derived and surgically-derived modalities (E12.8.4).
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E12.8.5 -E12.8.7).

SELECTED TOOLS AND MATERIALS

Textbook
Handouts
Client's chart and/or simulated materials

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Beane, Patricia and Myers, Judith, Principles And Practices of Adult Health Nursing, 1st Ed. St. Louis, Mo: J.B. Lippincott Company, 1990.
Brunner, L. and Suddarth, Doris, Textbook of Medical-Surgical Nursing. J.B. Lippincott Co. 1988.
Long, Barbara and Phipps, Wilma, Medical-Surgical Nursing: A Nursing Process Approach, 2 nd Ed. St. Louis, Mo: The C.V. Mosby Co., 1989.
Weber, J. Nurses' Handbook of Health Assessment. Philadelphia: J.B. Lippincott Co. 1988.

NURSING ARTICULATION - UNIT XIII

CONTENT/CONCEPT AREA

13. Caring for clients across the life span with disturbances in activity-exercise and/or cognitive-perceptual patterns related to neurological disorders.

TASKS/COMPETENCIES

13.1 Assess the client for the defining characteristics and etiological factors of alterations in thought processes, impaired physical mobility, and self-care deficits.

13.2 Plan care for the client with alterations in thought processes, impaired physical mobility, and self-care deficits.

13.3 Implement care for the client with alterations in thought processes, impaired physical mobility and self-care deficits.

13.4 Evaluate care of the client with alterations in thought processes, impaired physical mobility, and self-care deficits.

13.5 Use the nursing process to provide care for a selected client with spinal cord injury.

13.6 Use the nursing process to provide care for a selected client with a central nervous system tumor.

13.7 Use the nursing process to provide care for a selected client with cerebrovascular accident.

13.8 Use the nursing process to provide care for a selected client with neural tube defect.

13.9 Use the nursing process to provide care for a selected client with cerebral palsy.

13.10 Use the nursing process to provide care for a selected client with open or closed craniocerebral trauma.

13.11 Use the nursing process to provide care for a selected client with a seizure disorder.

13.12 Use the nursing process to provide care for a selected client with degenerative or autoimmune disorders of the nervous system, e.g., Parkinson's disease, amyotrophic lateral sclerosis, multiple sclerosis, Huntington's chorea, myasthenia gravis, and Guillain-Barre syndrome.

13.13 Use the nursing process to provide care for a selected client with meningitis.

CONTENT/CONCEPT

13. Caring for clients across the life span with disturbances in activity-exercise and/or cognitive-perceptual patterns related to neurological disorders.

TASK/COMPETENCY

13.1 Assess the client for the defining characteristics and etiological factors of alteration in thought processes, impaired physical mobility, and self-care deficits.

PERFORMANCE OBJECTIVE

P13.1 Given the textbook, related learning resources, and a real or hypothetical client with a neurological dysfunction, assess the client for the defining characteristics and etiological factors of potential for injury, alteration in thought processes, impaired physical mobility, and self-care deficits. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E13.1.1 Review the anatomy and physiology of the nervous system.

E13.1.2 Interview a client and/or his significant other to obtain information related to current or past neurological problems and the presence of risk factors.

E13.1.3 Explain the physiological basis for subjective and objective data related to potential for injury, alteration in thought processes, impaired physical mobility, and self-care deficits.

E13.1.4 Assess the client with a neurological dysfunction for the following: level of consciousness; emotional affect; pupillary response and unusual eye movements, symmetrical motor movement, strength, and tone; ability to follow commands; vital signs; reflexes, tremors, spasms, seizures; general sensory function; and inappropriate posturing.

E13.1.5 Perform a neurological assessment for a client with a neurological dysfunction using a neurological assessment chart, such as the Glascow Coma Scale, while collaborating with previous primary care giver for validation of data.

E13.1.6 Compare assessment findings to baseline data.

CRITERION-REFERENCED MEASURE

13.1.1 Assess the client for the defining characteristics and etiological factors of alteration in thought processes, impaired physical mobility, and self-care deficits. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students review the anatomy and physiology of the nervous system. (E13.1.1)
2. Have students obtain an adult or child health history for a selected client with a neurological dysfunction. (E13.1.2)
3. Discuss the physiological basis for subjective and objective data related to the selected nursing diagnosis of alteration in activity/exercise and cognitive/perceptual pattern. (E13.1.3)
4. Demonstrate the performance of a neurological examination. (E13.1.4)
5. Have students demonstrate a neurological examination on a selected client. (E13.1.4)
6. Have students provide care to a select client with a neurological dysfunction. (E13.1.5, E13.1.6)

SELECTED TOOLS AND MATERIALS

Course Syllabus, Unit Outline, Textbook and other learning resources,
Handouts, VCR, percussion hammer, pen light

SELECTED AUDIOVISUAL MATERIALS

Video: A Neurological Assessment
Transparencies of the anatomy of the neurological system

The American Journal of nursing Company's Patient Assessment Series: The Neurological Examination, Parts 1-3; Programmed Units

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing. C. V. Mosby, Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, J. B. Lippincott Co., 1988.

Long, Barbara and Phipps, Wilma, Medical Surgical Nursing: A Nursing Process Approach. C. V. Mosby Co., 1989.

Stevens, Susan. A simple Step By Step Approach To Neurologic Assessment, Nursing 88, September 1988 and October 1988.

CONTENT/CONCEPT

13. Caring for clients across the life span with disturbances in activity-exercise and/or cognitive-perceptual patterns related to neurological disorders.

TASK/COMPETENCY

13.2 Plan care for the client with alteration in thought processes, impaired physical mobility, and self-care deficits.

PERFORMANCE OBJECTIVE

P13.2 Given the textbook, related learning resources, and a real or hypothetical client with a neurological dysfunction, plan care for the client with alteration in thought processes, impaired physical mobility, and self-care deficits. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E13.2.1 Establish client-centered goals.

E13.2.2 Develop 3-6 selected measurable, specific, and realistic objectives to achieve client-centered goals.

E13.2.3 Write nursing orders/interventions to achieve each objective.

E13.2.4 Support, in writing, the rationale for each intervention using appropriate documentation.

CRITERION-REFERENCE MEASURE

C13.2 Plan care for the client with alteration in thought processes, impaired physical mobility, and self-care deficits. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students collaborate with client's to establish client-centered goals. (E13.2.1)
2. Assist students in prioritizing selected objectives to achieve client-centered goals. (E13.2.2)
3. Have students determine the nursing orders needed to achieve each objective through collaboration with instructor. (E13.2.3)
4. Have students write the rationale for each nursing order. (E13.2.4)

SELECTED TOOLS AND MATERIALS

Course syllabus, outline, textbook, resource books, handouts

SELECTED AUDIOVISUAL MATERIALS

None

SELECTED REFERENCE

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing. C. V. Mosby, Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, J. B. Lippincott Co., 1988.

Long, Barbara and Phipps, Wilma, Medical Surgical Nursing: A Nursing Process Approach. C. V. Mosby Co., 1989.

CONTENT/CONCEPT

13. Caring for clients across the life span with disturbances in activity-exercise and/or cognitive-perceptual patterns related to neurological disorders.

TASK/COMPETENCY

13.3 Implement care for the client with alteration in thought processes, impaired physical mobility, and self-care deficits.

PERFORMANCE OBJECTIVE

P13.3 Given the textbook, related learning resources, and a real or hypothetical client with a neurological dysfunction, implement intervention strategies for alteration in thought processes, impaired physical mobility, and self-care deficits. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E13.3.1 Discuss rationale for nursing actions.

E13.3.2 Implement nursing actions designed to achieve each objective.

CRITERION-REFERENCED MEASURE

C13.2 Implement intervention strategies for alteration in thought processes, impaired physical mobility, and self-care deficits. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students research the rationale for nursing action based on nursing and scientific theory. (E13.3.1)

2. Have students complete a nursing process inclusive of scientific rationale for a selected client with neurological dysfunction. (E13.3.2)

3. Assist students in implementing nursing actions designed to achieve each objective. (E13.3.2)

SELECTED TOOLS AND MATERIALS

Course outline, course syllabus

SELECTED AUDIOVISUALS

None

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing. C. V. Mosby, Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, J. B. Lippincott Co., 1988.

Long, Barbara and Phipps, Wilma, Medical Surgical Nursing: A Nursing Process Approach. C. V. Mosby Co., 1989.

CONTENT/CONCEPT

13. Caring for clients across the life span with disturbances in activity-exercise and/or cognitive-perceptual patterns related to neurological disorders.

TASK/COMPETENCY

13.4 Evaluate care of the client with alterations in thought processes, impaired physical mobility, and self-care deficits.

PERFORMANCE OBJECTIVE

P13.4 Given the textbook, related learning resources, and a real or hypothetical client with a neurological dysfunction, evaluate care of the client with alterations in thought processes, impaired physical mobility, and self-care deficits. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E13.4.1 Conduct a formative evaluation of the client's progress toward meeting the selected objectives, using the measurable outcomes established in the plan of care.

E13.4.2 Conduct a summative evaluation of the client's progress toward meeting the client-centered goal.

CRITERION-REFERENCED MEASURE

C13.4 Evaluate care of the client with alterations in thought processes, impaired physical mobility, and self-care deficits. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Differentiate between formative and summative evaluation. (E13.4.1 and E13.4.2)

2. Have students determine client's progress toward meeting selected objectives based on measurable outcomes in the established plan of care. (E13.4.1)

3. Assist students in determining alternative strategies for care if objectives are not being met. (E13.4.1 and E13.4.2)

SELECTED TOOLS AND MATERIALS

Course outline, course syllabus

SELECTED AUDIOVISUALS

Teacher made handouts

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing. C. V. Mosby, Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, J. B. Lippincott Co., 1988.

Long, Barbara and Phipps, Wilma, Medical Surgical Nursing: A Nursing Process Approach. C. V. Mosby Co., 1989.

CONTENT/CONCEPT

13. Caring for clients across the life span with disturbances in activity-exercise and/or cognitive-perceptual patterns related to neurological disorders.

TASK/COMPETENCY

13.5 Use the nursing process to provide care for a selected client with spinal cord injury.

PERFORMANCE OBJECTIVE

P13.5 Given a selected real or hypothetical clients with a spinal cord injury, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E13.5.1 Review the epidemiology/etiology of spinal cord injuries.

E13.5.2 Describe the underlying pathophysiology including clinical manifestations of both complete and incomplete spinal cord injury.

E13.5.3 Discuss the medical-surgical management of the client with spinal cord injury, including relevant diagnostic tests, pharmacotherapy, respiratory therapy, physical therapy, occupational therapy, diet therapy, psychological support and other medically-derived regimens.

E13.5.4 Discuss the nursing role for each of the medically-derived treatment modalities.

E13.5.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: alterations in cardiac output: decreased, ineffective breathing patterns, ineffective airway clearance, sensory-perceptual alterations, ineffective thermoregulation, alteration in urinary elimination: retention, alteration in bowel elimination: constipation, anxiety, alteration in comfort: pain, impaired physical mobility, potential for injury, potential for dysreflexia, impaired skin integrity, self-care deficit: total, body-image disturbance, alteration in health maintenance, knowledge deficit, alteration in role, ineffective individual/family coping, post-trauma response, potential for sexual dysfunction, potential for spiritual distress, and impaired social interaction.

E13.5.6 Implement intervention strategies for each associated nursing diagnosis.

E13.5.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C13.5 Use the nursing process to provide care for a client with a spinal cord injury. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of spinal cord injury while citing the different types of spinal cord injuries. (E13.5.1)

2. Discuss the immediate effects of spinal cord inclusive of spinal shock and the immediate effects of such an injury on other body systems. (E13.5.1)

3. Describe the clinical manifestations of spinal cord injury based on location and type of injury. (E13.5.2)

4. Differentiate between paraplegia and quadriplegia. (E13.5.2)

5. Have students describe the role of the nurse in the care of the spiral cord injured client. (E13.5.3)

6. Describe alterations in nutritional assistance for the spinal cored injured client. (E13.5.3)

7. Compare the nursing care for the client with an acute spinal injury and rehabilitative care for the spinal cord injury. (E13.5.4)

8. Elaborate on the pre-operative and post-operative management of the spinal cord injured client. (E13.5.4)

9. Assign students to care for the spinal cord injured client. (E13.5.5)

10. Have students identify other potential associating nursing diagnoses for the spinal cord injured client. (E13.5.5)

11. Assist students in prioritizing selected nursing diagnoses. (E13.5.5)

12. Assist students in designing and prioritizing implementation strategies for the spinal cord injured client. (E13.5.5)

13. Have students complete a nursing care plan and evaluate outcomes for selected nursing diagnoses. (E13.5.6 - E13.5.7)

SELECTED TOOLS AND MATERIALS

Course outline, course syllabus

SELECTED AUDIOVISUALS

Cervical Posterior Stabilization Techniques Video by Trainex/Medcom
Spinal Cord Injury Video by Medcom/Trainex
Teacher made Transparencies - Types of spinal cord injuries

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing. C. V. Mosby, Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, J. B. Lippincott Co., 1988.

Long, Barbara and Phipps, Wilma, Medical Surgical Nursing: A Nursing Process Approach. C. V. Mosby Co., 1989.

Romeo, June, The Critical Minutes After spinal Cord Injury, RN, April 1988.

Zejdlik, Cynthia Management of Spinal Cord Injury, Jones and Bartlett Publishers, 1990.

CONTENT/CONCEPT

13. Caring for clients across the life span with disturbances in activity-exercise and/or cognitive-perceptual patterns related to neurological disorders.

TASK/COMPETENCY

13.6 Use the nursing process to provide care for a selected client with central nervous system tumor.

PERFORMANCE OBJECTIVE

P13.6 Given a selected real or hypothetical clients with central nervous system tumor, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E13.6.1 Review the epidemiology/etiology of central nervous system tumors.

E13.6.2 Describe the clinical manifestations of the client with central nervous system tumors, including underlying pathophysiology of both intracranial and intraspinal tumors.

E13.6.3 Discuss the medical-surgical management of the client with central nervous system tumor,including relevant diagnostic tests, pharmacotherapy, respiratory therapy, radiation therapy, physical therapy, occupational therapy, psychological support and other medically-derived regimens.

E13.6.4 Describe the nursing role for each of the medically-derived treatment modalities.

E13.6.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: sensory-perceptual alterations, potential for injury, impaired physical mobility, altered thought processes, potential for aspiration, impaired skin integrity, alteration in urinary elimination: retention, alteration in bowel elimination: constipation, alteration in nutrition: less than body requirements, alteration in comfort: pain, fear knowledge deficit, anticipatory grieving, ineffective individual/family coping, and altered role performance.

E13.6.6 Implement intervention strategies for each associated nursing diagnosis.

E13.6.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C13.6 Use the nursing process to provide care for a client with a central nervous system tumor. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the various types of central nervous system tumors inclusive of the origin, location, type and prognosis of central nervous system tumors. (E13.6.1)

2. Differentiate between central nervous system tumors commonly seen in adult and children. (E13.6.1)

3. Have students recall the functions of the various lobes of the brain. (E13.6.1)

4. Have students recall the origin, innervation and function of the cranial nerves. (E13.6.1)

5. Identify the local manifestations of brain tumors in relation to the specific area of the brain involved. (E13.6.2)

6. Analyze the relationship between the pathophysiology and the clinical manifestations of the client with brain tumors. (E13.6.2)

7. Compare and contrast clinical manifestations of children with adults having central nervous system tumors. (E13.6.2)

8. Have students outline the nursing responsibilities in preparing clients for various diagnostic tests. (E13.6.3)

9. Delineate the signs of increased intracranial pressure and the underlying rationale for its development. (E13.6.3)

10. Discuss the parameters involved in the neurological assessment for the client with a central nervous system tumor. (E13.6.4)

11. Have students outline the medical treatment of a client with a central nervous system tumor. (E13.6.4)

12. Discuss the nursing interventions for the client with central nervous system tumor removal as well as associating interventions of radiation therapy and chemotherapy. (E13.6.5)

13. Assist students to perform a neurological assessment on a client with a central nervous system tumor. (E13.6.5)

14. Assign students to care for a client with a central nervous system tumor. (E13.6.5)

15. Have students develop a nursing care plan for a selected client with a central nervous system tumor while prioritizing selected nursing diagnoses. (E13.6.5)

16. Assist students in implementing nursing strategies for each associated nursing diagnosis. (E13.6.5)

17. Assist students in evaluating outcomes for selected nursing diagnoses and discuss alternative strategies for unmet outcomes. (E13.6.6 - E13.6.7)

SELECTED TOOLS AND MATERIALS

Course outline, course syllabus

SELECTED AUDIOVISUALS

Medcom/Trainex Slides: Pathology of Brain Tumors,

Part I - Astrocytomas/Oligodendrogliomas
Part II - Other Neuroectodermal and Germinal Cell Tumors
Part III - Neoplasms of the CNS and its covering
Part IV - Neurilemmomas, Neurofibromas Epithelial Tumors, Metastasis and Dysgenetic Syndromes.

Medcom/Trainex Slides: The Blood-Brain Barrier

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing. C. V. Mosby, Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, J. B. Lippincott Co., 1988.

Long, Barbara and Phipps, Wilma, Medical Surgical Nursing: A Nursing Process Approach. C. V. Mosby Co., 1989.

CONTENT/CONCEPT

13. Caring for clients across the life span with disturbances in activity-exercise and/or cognitive-perceptual patterns related to neurological disorders.

TASK/COMPETENCY

13.7 Use the nursing process to provide care for a selected client with a cerebrovascular accident.

PERFORMANCE OBJECTIVE

P13.7 Given a selected real or hypothetical clients with cerebrovascular accident, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E13.7.1 Review the epidemiology/etiology of cerebrovascular accident.

E13.7.2 Describe the clinical manifestations of the client with a cerebrovascular accident, including underlying pathophysiology.

E13.7.3 Discuss the medical-surgical management of the client including relevant diagnostic tests, pharmacotherapy, respiratory therapy, speech therapy, physical therapy, occupational therapy, diet therapy, psychological support and other medically-derived regimens.

E13.7.4 Describe the nursing role for each of the medically-derived treatment modalities.

E13.7.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: ineffective airway clearance, ineffective breathing patterns, alteration in cerebral tissue perfusion, potential for injury, sensory-perceptual alterations, knowledge deficit, alteration in nutrition: less than body requirements, impaired physical mobility, alteration in health maintenance, self-care deficit, anxiety, body image disturbance, powerlessness, ineffective individual/family coping, social isolation, grieving, and alteration in self-concept.

E13.7.6 Implement intervention strategies for each associated nursing diagnosis.

E13.7.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C13.7 Use the nursing process to provide care for a client with a cerebrovascular accident. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of cerebral vascular accident. (E13.7.1)
2. Differentiate between decorticate and decerebrate posturing. (E13.7.1)
3. Discuss the predisposing factor related to cerebral vascular accident. (E13.7.1)
4. Differentiate between causative factors of CVA: thrombus, hemorrhage, aneurysm. (E13.7.1)
5. Describe the clinical manifestations including underlying pathophysiology of cerebra vascular accident. (E13.7.2)
6. Have students outline the medical/surgical management of the client having cerebral vascular accident. (E13.7.3)
7. Have students describe the nurses role in the preparation of diagnostic tests and for each of the medically derived treatment modalities. (E13.7.4)
8. Assign students to care for a client with cerebral vascular accident. (E13.7.5)
9. Have students assess a select client having cerebral vascular accident identifying defining characteristics of the type of seizure. (E13.7.5)
10. Assess the client for associated nursing diagnoses. (E13.7.5)

11. Have students implement nursing strategies for a client having cerebral vascular accident. (E13.7.5)

12. Assist students in evaluating outcomes for selected nursing diagnoses and select alternative strategies for unmet outcomes. (E13.7.6 - E13.7.7)

SELECTED TOOLS AND MATERIALS

Course outline, course syllabus

SELECTED AUDIOVISUALS

Medcom/Trainex Slides:

The Acute Phase
Early Rehabilitation: Neurologic Deficits
Early Rehabilitation: Language and Motor Deficits
Emotional Adjustments
A Program for the Family

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing. C. V. Mosby, Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, J. B. Lippincott Co., 1988.

Long, Barbara and Phipps, Wilma, Medical Surgical Nursing: A Nursing Process Approach. C. V. Mosby Co., 1989.

CONTENT/CONCEPT

13. Caring for clients across the life span with disturbances in activity-exercise and/or cognitive-perceptual patterns related to neurological disorders.

TASK/COMPETENCY

13.8 Use the nursing process to provide care for a selected client with neural tube defects.

PERFORMANCE OBJECTIVE

P13.8 Given a selected real or hypothetical client with neural tube defects, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E13.8.1 Review the epidemiology/etiology of neural tube defects.

E13.8.2 Describe the clinical manifestations of the client with a neural tube defect, including underlying pathophysiology.

E13.8.3 Discuss the medical-surgical management of the client with a neural tube defect, including relevant diagnostic tests, pharmacotherapy, respiratory therapy, radiation therapy, physical therapy, occupational therapy, psychological support and other medically-derived regimens.

E13.8.4 Describe the nursing role for each of the medically-derived treatment modalities.

E13.8.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: potential for infection, alteration immobility, alteration in elimination, self-care deficits, alteration in growth and development, potential for injury, body image disturbance, ineffective family coping, anticipatory grieving, knowledge deficit, alteration in skin integrity, and potential for alteration in health maintenance.

E13.8.6 Implement intervention strategies for each associated nursing diagnosis.

E13.8.6 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

13.8 Use the nursing process to provide care for a client with a neural tube defect. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Describe the development of the neural tube and the significance of faulty development for the child with neural tube defect. (E13.8.1)
2. Describe the association of hydrocephalus with neural tube defects. (E13.8.1)
3. Depict the various types of neural tube defects. (E13.8.1)
4. Describe the clinical manifestations of spins bifida based on location and type. (E13.8.2)
5. Describe the clinical manifestations of hydrocephalus. (E13.8.2)
6. Have students outline the medical/surgical management of the client with neural tube defects. (E13.8.3)
7. Have students elaborate on the pre-operative and post-operative management of the child with neural tube defects. (E13.8.3)
8. Determine the rehabilitative needs of the client with neural tube defects. (E13.8.3)
9. Have students outline the nursing role for each of the medically/surgically derived treatment modalities. (E13.8.4)
10. Have students perform a neurological examination for an assigned client with neural tube defect while determining defining characteristics of associated nursing diagnoses. (E13.8.5)
11. Based on a selected client, have students priortize selected associating nursing diagnoses. (E13.8.5)

12. Have students implement a plan of care for the child with neural tube defect. (E13.8.6)

13. Assist students evaluating outcomes for selected nursing diagnoses while determining alternative strategies for unmet outcomes. (E13.8.7)

SELECTED TOOLS AND MATERIALS

Course outline, course syllabus

SELECTED AUDIOVISUALS

Teacher made transparencies - Types of Neural Tube Defects

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing. C. V. Mosby, Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, J. B. Lippincott Co., 1988.

Long, Barbara and Phipps, Wilma, Medical Surgical Nursing: A Nursing Process Approach. C. V. Mosby Co., 1989.

CONTENT/CONCEPT

13. Caring for clients across the life span with disturbances in activity-exercise and/or cognitive-perceptual patterns related to neurological disorders.

TASK/COMPETENCY

13.9 Use the nursing process to provide care for a selected client with cerebral palsy.

PERFORMANCE OBJECTIVE

P13.9 Given a selected real or hypothetical client with cerebral palsy, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E13.9.1 Review the epidemiology/etiology of cerebral palsy.

E13.9.2 Describe the clinical manifestations of the client with cerebral palsy, including underlying pathophysiology.

E13.9.3 Discuss the medical management of the client with cerebral palsy, including relevant diagnostic tests, pharmacotherapy, respiratory therapy, radiation therapy, physical therapy, occupational therapy, psychological support and other medically-derived regimens.

E13.9.4 Describe the nursing role for each of the medically-derived treatment modalities.

E13.9.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: ineffective airway clearance, ineffective breathing pattern, activity intolerance; alteration in nutrition: less than body requirements, potential for infection, sleep pattern disturbance, potential for injury, alteration in mobility, alteration in growth and development, personal identity disturbances, self-esteem disturbances, alteration in individual/family coping, impaired social interaction, and anticipatory grieving.

E13.9.6 Implement intervention strategies for each associated nursing diagnosis.

E13.9.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C13.9 Use the nursing process to provide care for a client with a cerebral palsy. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of cerebral palsy. (E13.9.1)
2. Describe the clinical manifestations of cerebral palsy based on underlying pathophysiology. (E13.9.2)
3. Differentiate between the types of motor movements seen in cerebral palsy. (E13.9.2)
4. Discuss the various medical/nursing interventions for the management of the client with cerebral palsy. (E13.9.3)
5. Describe alterations in nutritional assistance for the cerebral palsy client. (E13.9.3)
6. Describe the rehabilitative needs of the cerebral palsy client. (E13.9.4)
7. Assign students to care for the cerebral palsy client. (E13.9.5)
8. Have students identify other potential associating nursing diagnoses for the cerebral palsy client. (E13.9.5)
9. Assist students in prioritizing selected nursing diagnoses. (E13.9.5)
10. Assist students in designing and prioritizing implementation strategies for the cerebral palsy client. (E13.9.5)
11. Have students complete a nursing care plan and evaluate outcomes for selected nursing diagnoses. (E13.9.6)

SELECTED TOOLS AND MATERIALS

Course outline, course syllabus

SELECTED AUDIOVISUALS

None

SELECTED REFERENCES

Whaley, Lucille and Wong, Donna. Essentials of Pediatric Nursing. C. V. Mosby Co., St. Louis, 1989.

Whaley, Lucille and Wong, Donna. Textbook of Pediatric Nursing. C. V. Mosby Co., St. Louis, 1989.

CONTENT/CONCEPT

13. Caring for clients across the life span with disturbances in activity-exercise and/or cognitive-perceptual patterns related to neurological disorders.

TASK/COMPETENCY

13.10 Use the nursing process to provide care for a selected client with open or closed craniocerebral trauma.

PERFORMANCE OBJECTIVE

P13.10 Given a selected real or hypothetical client with open or closed craniocerebral trauma, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E13.10.1 Review the incidence/etiology of open and closed craniocerebral trauma.

E13.10.2 Describe the pathophysiology of both open and closed craniocerebral trauma including clinical manifestations of each.

E13.10.3 Discuss the medical-surgical management of the client with open or closed craniocerebral trauma, including relevant diagnostic tests, surgery, pharmacotherapy, respiratory therapy, physical therapy, diet therapy, occupational therapy, psychological support, and other medically-derived regimens.

E13.10.4 Describe the nursing role for each of the medically-derived treatment modalities.

E13.10.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: ineffective airway clearance, ineffective breathing pattern, potential for aspiration, potential for injury, alteration in cerebral tissue perfusion, fluid volume deficit, impaired thought processes, sensory/perceptual alterations, alteration in comfort: pain, impaired skin integrity, potential for infection, impaired physical mobility, self-care deficit, alteration in elimination, ineffective individual/family coping, post-trauma response; alteration in role performance, body image disturbance, fear, and knowledge deficit.

E13.10.5 Implement intervention strategies for each associated nursing diagnosis.

E13.10.6 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C13.10 Use the nursing process to provide care for a client with open or closed craniocerebral trauma. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the incidence and etiological significance of craniocerebral trauma while citing the major causative factors of craniocerebral trauma. (E13.10.1)
2. Differentiate between open and closed head injury. (E13.10.2)
3. Have students contrast the various types of skull fractures. (E13.10.2)
4. Have students list the dangers of a basal skull fracture. (E13.10.2)
5. Discuss the defining characteristics and clinical manifestations between subdural hematoma, epidural hematoma, intracerebral bleed, concussion and contusion. (E13.10.2)
6. Have students outline the medical/surgical management of the client with craniocerebral trauma. (E13.10.3)
7. Have students outline the nursing role for each of the medically/surgically derived treatment modalities. (E13.10.4)
8. Have students perform a neurological assessment for a client with craniocerebral trauma citing defining characteristics of the illness. (E13.10.5)
9. Based on selected client, have students priortize associating nursing diagnoses. (E13.10.6)

10. Have students implement a plan of care for a selected client with craniocerebral trauma. (E13.10.6)

11. Assist students in evaluating outcomes for selected nursing diagnosis while determining alternative strategies for unmet outcomes. (E13.10.7)

SELECTED TOOLS AND MATERIALS

Course outline, course syllabus

SELECTED AUDIOVISUALS

Transparencies of types of cerebral trauma

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing. C. V. Mosby, Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, J. B. Lippincott Co., 1988.

Long, Barbara and Phipps, Wilma, Medical Surgical Nursing: A Nursing Process Approach. C. V. Mosby Co., 1989.

CONTENT/CONCEPT

13. Caring for clients across the life span with disturbances in activity-exercise and/or cognitive-perceptual patterns related to neurological disorders.

TASK/COMPETENCY

13.11 Use the nursing process to provide care for a selected client with seizure disorder.

PERFORMANCE OBJECTIVE

P13.11 Given a selected real or hypothetical client with seizure disorder, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E13.11.1	Review the epidemiology/etiology of seizures.
E13.11.2	Describe the clinical manifestations of the client with a seizure disorder, including underlying pathophysiology.
E13.11.3	Discuss the medical-surgical management of the client with a seizure disorder, including relevant diagnostic tests, pharmacotherapy, psychological support and other medically-derived regimens.
E13.11.4	Describe the nursing role for each of the medically-derived treatment modalities.
E13.11.5	Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: ineffective airway clearance, ineffective breathing pattern, altered thought processes, potential for injury, alteration in sensory/perception, impaired self-esteem, alteration in elimination: incontinence, fear, knowledge deficit, ineffective individual/family coping, noncompliance, and impaired social interaction.
E13.11.6	Implement intervention strategies for each associated nursing diagnosis.
E13.11.7	Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C13.11 Use the nursing process to provide care for a client with a seizure disorder. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of seizures. (E13.11.1)
2. Differentiate between types of seizures. (E13.11.1)
3. Discuss the predisposing factors related to seizures. (E13.11.1)
4. Describe the characteristics of types of seizures. (E13.11.2)
5. Describe the clinical manifestations including underlying pathophysiology of the various types of seizures: petit mal, focal, psychomotor, generalized, and status epilepticus. (E13.11.2)
6. Have students outline the medical/surgical management of the client having primary, secondary or partial seizures. (E13.11.3)
7. Have students describe the nurses role in the preparation of diagnostic tests and for each of the medically derived treatment modalities. (E13.11.4)
8. Assign students to care for a client with seizure disorder. (E13.11.5)
9. Have students assess a selected client having seizure disorder identifying defining characteristics f the type of seizure. (E13.11.5)
10. Assess the client for associated nursing diagnoses. (E13.11.5)
11. Have students implement nursing strategies for a client having a seizure disorder. (E13.11.5)
12. Assist students in evaluating outcomes for selected nursing diagnoses and select alternative strategies for unmet outcomes. (E13.11.6 - E13.11.7)

SELECTED TOOLS AND MATERIALS

Course outline, course syllabus

SELECTED AUDIOVISUALS

None

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing. C. V. Mosby, Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, J. B. Lippincott Co., 1988.

Long, Barbara and Phipps, Wilma, Medical Surgical Nursing: A Nursing Process Approach. C. V. Mosby Co., 1989.

CONTENT/CONCEPT

13. Caring for clients across the life span with disturbances in activity-exercise and/or cognitive-perceptual patterns related to neurological disorders.

TASK/COMPETENCY

13.12 Use the nursing process to provide care for a selected client with degenerative or autoimmune disorders of the nervous system, e.g., Parkinson's disease, amyotrophic lateral sclerosis, multiple sclerosis, Huntington's chorea, myasthenia gravis, and Guillain-Barre syndrome.

PERFORMANCE OBJECTIVE

P13.12 Given a selected real or hypothetical client with degenerative or autoimmune disorder of the nervous system, e.g., Parkinson's disease, amyotrophic lateral sclerosis, multiple sclerosis, Huntington's chorea, myasthenia gravis, and Guillain-Barre syndrome; use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-reference measure according to program standards.

SELECTED ENABLING OBJECTIVES

E13.12.1 Review the epidemiology/etiology of degenerative and autoimmune disorder of the nervous system.

E13.12.2 Describe the clinical manifestations of the client with degenerative or autoimmune disorders of the nervous system, including underlying pathophysiology.

E13.12.3 Discuss the medical-surgical management of the client with degenerative or autoimmune disorders of the nervous system, including relevant diagnostic tests, pharmacotherapy, physical therapy, respiratory therapy, speech therapy, occupational therapy, diet therapy, and other medically-derived regimens.

E13.12.4 Describe the nursing role for each of the medically-derived treatment modalities.

E13.12.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: ineffective airway clearance, ineffective breathing pattern, impaired swallowing, potential for aspiration, alteration in nutrition: less than body requirements, impaired physical mobility, potential for injury, alteration in skin integrity, alterations in elimination, knowledge deficit, diversional activity deficit, anxiety, fear, body image disturbance, powerlessness, self-esteem disturbance, impaired communication, alteration in thought processes, sensory/perceptual alterations, alteration in role performance, social isolation, sexual dysfunction, ineffective individual/family coping, and anticipatory grieving.

E13.12.6 Implement intervention strategies for each associated nursing diagnosis.

E13.12.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C13.12 Use the nursing process to provide care for a client with a degenerative or autoimmune disorder of the nervous system. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of the degenerative and autoimmune neurological disorders: Parkinson's disease, myasthenia gravis, Huntington's chorea and multiple sclerosis. (E13.12.1)

2. Discuss the clinical manifestations of Parkinson's disease, myasthenia gravis, Huntington's chorea, and multiple sclerosis inclusive of underlying pathophysiology. (E13.12.2)

3. Have students outline the medical management of the client having Parkinson's disease, myasthenia gravis, Huntington's chorea and multiple sclerosis. (E13.12.3)

4. Have students outline the role of the nurse in the preparation of the patient for various diagnostic tests used in the treatment of degenerative and autoimmune neurological disorders. (E13.12.4)

5. Discuss the role of the nurse for each of the medically/ surgically derived treatment modalities used the treatment of the client with degenerative and autoimmune neurological disorders. (E13.12.4)

6. Assign students to care for a selected client with a degenerative or autoimmune disorder. (E13.12.5)

7. Have students assess a selected client having Parkinson's disease, myasthenia gravis, Huntington's chorea or multiple sclerosis while identifying defining characteristics of the disorder. (E13.12.5)

8. Have students identify associating nursing diagnosis for clients having degenerative and autoimmune neurological disorders. (E13.12.5)

9. Have students implement care for the client having a degenerative or autoimmune neurological disorder. (E13.12.5)

10. Assist students in evaluating outcomes for selected nursing diagnoses while selecting alternative strategies for unmet outcomes. (E13.12.6 - E13.12.7)

SELECTED TOOLS AND MATERIALS

Course outline, course syllabus

SELECTED AUDIOVISUALS

None

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing. C. V. Mosby, Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, J. B. Lippincott Co., 1988.

Long, Barbara and Phipps, Wilma, Medical Surgical Nursing: A Nursing Process Approach. C. V. Mosby Co., 1989.

McBride, D. Explaining Diagnostic Test for M.S., Nursing 88, February, 1988.

CONTENT/CONCEPT

13. Caring for clients across the life span with disturbances in activity-exercise and/or cognitive-perceptual patterns related to neurological disorders.

TASK/COMPETENCY

13.13 Use the nursing process to provide care for a selected client with meningitis.

PERFORMANCE OBJECTIVE

P13.13 Given a selected real or hypothetical client with meningitis, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-reference measure according to program standards.

SELECTED ENABLING OBJECTIVES

E13.13.1 Review the epidemiology/etiology of meningitis.

E13.13.2 Describe the clinical manifestations of the client with meningitis, including underlying pathophysiology.

E13.13.3 Discuss the medical management of the client with meningitis, including relevant diagnostic tests, pharmacotherapy, physical therapy, respiratory therapy, occupational therapy, diet therapy, surgery, and other medically-derived regimens.

E13.13.4 Describe the nursing role for each of the medically-derived treatment modalities.

E13.13.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: ineffective airway clearance, alteration in breathing patterns, impaired gas exchange, alteration in tissue perfusion, alteration in cardiac output, fluid volume deficit, alteration immobility, alterations in elimination, potential for injury, hyperthermia, alteration in thought processes, alteration in communication, sensory/perceptual alterations, alteration in skin integrity, self-care deficits, knowledge deficit, anxiety, social isolation, body image disturbance, and ineffective individual/family coping.

E13.13.6 Implement intervention strategies for each associated nursing diagnosis.

E13.13.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C13.13 Use the nursing process to provide care for a client with meningitis. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of the nervous system: meningitis. (E13.13.1)
2. Discuss the clinical manifestations of the client with meningitis inclusive of the underlying pathophysiology. (E13.13.2)
3. Have students outline the medical/surgical management of the client having meningitis. (E13.13.3)
4. Have students discuss the nursing role for each of the medically/surgically derived treatment modalities for meningitis. (E13.13.4)
5. Assign students to care for a selected client having meningitis. (E13.13.5)
6. Have students assess for meningeal irritation: nuchal ridigity, Brudenski's and Kernig's sign. (E13.13.5)
7. Have students assess the client with an infectious disease of the nervous citing defining characteristics and etiological factors for each actual or potential associated nursing diagnoses. (E13.13.5)
8. Have students implement intervention strategies a client with meningitis. (E13.13.5)
9. Assist the student in evaluating outcomes for selected nursing diagnoses while citing alterative strategies for unmet outcomes. (E13.13.6 - E13.13.7)

SELECTED TOOLS AND MATERIALS

Course outline, course syllabus

SELECTED AUDIOVISUALS

Transparencies: Kernig's sign, Brudenski's sign

SELECTED REFERENCES

Beane, Patricia and Myers, Judith. Principles and Practices of Adult Health Nursing. C. V. Mosby, Co., 1990.

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, J. B. Lippincott Co., 1988.

Long, Barbara and Phipps, Wilma, Medical Surgical Nursing: A Nursing Process Approach. C. V. Mosby Co., 1989.

NURSING ARTICULATION - UNIT XIV

CONTENT/CONCEPT AREA

14. Caring for clients across the life span with disturbances in the activity-exercise pattern related to respiratory dysfunction.

TASKS/COMPETENCIES

14.1 Assess the client for the defining characteristics and etiological factors of ineffective airway clearance, ineffective breathing pattern and/or impaired gas exchange.

14.2 Plan care for the client with ineffective airway clearance, ineffective breathing pattern and/or impaired gas exchange.

14.3 Implement care for the client with inadequate airway clearance, ineffective breathing pattern and/or impaired gas exchange.

14.4 Evaluate care of the client with ineffective airway clearance, ineffective breathing pattern and/or impaired gas exchange.

14.5 Use the nursing process to provide care for a selected client with pneumonia.

14.6 Use the nursing process to provide care for a selected client with epiglottitis.

14.7 Use the nursing process to provide care for a selected client with tuberculosis.

14.8 Use the nursing process to provide care for a selected client with asthma.

14.9 Use the nursing process to provide care for a selected client with chronic obstructive pulmonary disease.

14.10 Use the nursing process to provide care for a selected client with cystic fibrosis.

14.11 Use the nursing process to provide care for a selected client with infant or adult respiratory distress syndrome.

14.12 Use the nursing process to provide care for a selected client with acute or chronic respiratory failure.

14.13 Use the nursing process to provide care for a selected client with cancer of the larynx.

14.14 Use the nursing process to provide care for a selected client with cancer of the lung.

14.15 Use the nursing process to provide care for a selected client with chest trauma/pneumothorax.

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.1 Assess the client for the defining characteristics and etiological factors of inadequate airway clearance, ineffective breathing pattern and/or impaired gas exchange.

PERFORMANCE OBJECTIVE

P14.1 Given the textbook and related learning resources, assess the client for the defining characteristics and etiological factors of ineffective airway clearance, ineffective breathing pattern and/or impaired gas exchange. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.1.1 Review the anatomy and physiology of the respiratory system.

E14.1.2 Interview a client and/or his significant other to obtain information related to current or past respiratory problems and the presence of risk factors.

E14.1.3 Explain the physiological basis for subjective and objective data related to ineffective airway clearance, ineffective breathing pattern and impaired gas exchange.

E13.1.4 Inspect the client for the following: position of the trachea, symmetrical lung expansion, use of accessory muscles, flaring of the nares, skin color, chest structure, and clubbing of fingers.

E13.1.5 Auscultate lung sounds for the presence of adventitious breath sounds.

CRITERION-REFERENCE MEASURE

C14.1 Assess the client for the defining characteristics and etiological factors of ineffective airway clearance, ineffective breathing pattern and/or impaired gas exchange. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Use pre-test to evaluate students' knowledge of anatomy and physiology. (E14.1.1)
2. Discuss pertinent questions to be asked in obtaining information on health history. (E14.1.2)
3. Evaluate students' nursing histories relative to the respiratory system. (E14.1.2)
4. For subjective and objective data, discuss physiologic basis of each nursing diagnosis. (E14.1.3)
5. Demonstrate respiratory assessment techniques of inspection and auscultation. (E14.1.4,5)
6. Supervise student practice of respiratory assessment techniques. (E14.1.4,5)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUALS

Structure and Functioning of the Respiratory System, Medi-Sim Cai, 1988.

Percussion and Auscultation of Lungs and Thorax, Part 2. Concept Media.

SELECTED REFERENCES

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J. B. Lippincott Co., 1988.

Dennison, R. Cardiopulmonary Assessment: How To Do It Better In 15 Easy Steps. Nursing '86, 1986, 16 (4), 34-40

Guyton, A.C. Textbook of Medical Physiology. 7th Ed. Philadelphia: W. B. Saunders, 1986.

Morton, P.G. Health Assessment in Nursing. Springhouse Corp., 1989.

Mott, S. R., Jones, S. B. and Sperhac, A.M. Nursing Care of Children and Families. Redwood City, CA: Addison-Wesley, 1990.

Smith, C.E. Breath sounds. Nursing Life, 1986, 6 (4), 33-42.

Whaley, L.F. and Wong, D.L. Nursing Care of Infants and Children. 3rd Ed. St. Louis: C. V. Mosby co., 1987.

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.1 Plan care for the client with ineffective airway clearance ineffective breathing pattern and/or impaired gas exchange.

PERFORMANCE OBJECTIVE

P14.1 Given the textbook and related learning resources, and a real or hypothetical client with a nursing diagnosis ineffective airway clearance, ineffective breathing pattern or impaired gas exchange, plan care for the client. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.2.1 Establish client-centered goals.

E14.2.2 Develop 3-6 selected measurable objectives to achieve client-centered goals.

E14.2.3 Write nursing orders to achieve each objective.

E13.2.4 Explain the rationale for each order.

CRITERION-REFERENCE MEASURE

C14.2 Plan care for the client with ineffective airway clearance, ineffective breathing and/or impaired gas exchange. Planning must be rated acceptable on both a clinical and academic criterion-reference measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assist students in writing client-centered goals for selected nursing diagnoses. (E14.2.1)
2. Assist students in writing measurable objectives to achieve client-centered goals. (E14.2.2)

3. Assist students in writing nursing orders for each objective. (E14.2.3)

4. Facilitate classroom discussions of rationales for nursing orders. (E14.2.4)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUALS

None

SELECTED REFERENCES

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J. B. Lippincott Co., 1988.

Whaley, L.F. and Wong, D.L. Nursing Care of Infants and Children. 3rd Ed. St. Louis: C. V. Mosby co., 1987.

Wimsatt, R. Unlocking The Mysteries Behind The Chest Wall. Nursing '85, 1985, 15 (11), 58-63

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.3 Implement care for the client with inadequate airway clearance, ineffective breathing pattern and/or impaired gas exchange.

PERFORMANCE OBJECTIVE

P14.3 Given the textbook and related learning resources, and a real or hypothetical client with a nursing diagnosis ineffective airway clearance, ineffective breathing pattern or impaired gas exchange, implement intervention strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.3.1 Discuss rationale for nursing actions.

E14.3.2 Implement nursing actions designed to achieve each objective.

CRITERION-REFERENCE MEASURE

C14.3 Implement interventions strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. In clinical setting, elicit student explanations for nursing actions related to specific objectives. (E14.3.1)

2. Supervise student implementation of nursing actions. (E14.3.2)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUALS

Basic Nursing Care Related to Respiratory Function, Medi-Sim CAI, 1988.

SELECTED REFERENCES

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J. B. Lippincott Co., 1988.

Phipps, W.J., Long, B.C. and Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3rd Ed. St. Louis: C. V. Mosby, 1987.

Whaley, L.F. and Wong, D.L. Nursing Care of Infants and Children. 3rd Ed. St. Louis: C. V. Mosby co., 1987.

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.4 Evaluate care of the client with ineffective airway clearance, ineffective breathing pattern and/or impaired gas exchange.

PERFORMANCE OBJECTIVE

P14.4 Given the textbook and related learning resources and a real or hypothetical client with a nursing diagnosis ineffective airway clearance, ineffective breathing pattern or impaired gas exchange, evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.4.1 Conduct a formative evaluation of the client's progress toward meeting selected objectives, using the measurable outcomes established in the plan of care.

E14.4.2 Conduct a summative evaluation of the client's progress toward meeting the client-centered goal.

CRITERION-REFERENCE MEASURE

C14.4 Given the textbook and related learning resources and a real or hypothetical client with a nursing diagnosis ineffective airway clearance, ineffective breathing pattern or impaired gas exchange, evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assist students in conducting a formative evaluation of clients' progress toward meeting objectives. (E14.4.1)

2. Assist students in conducting a summative evaluation of clients' progress toward meeting client-centered goal. (E14.4.2)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

None

SELECTED REFERENCES

Brunner, Lillian and Suddarth, Doris, Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J. B. Lippincott Co., 1988.

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.5 Use the nursing process to provide care to a selected client with pneumonia.

PERFORMANCE OBJECTIVE

P14.5 Given a selected real or hypothetical client with pneumonia, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.5.1 Review the epidemiology/etiology of pneumonia.

E14.5.2 Describe the clinical manifestations of the client with pneumonia, including underlying pathophysiology.

E14.5.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E14.5.4 Describe the nursing role for each of the medically-derived treatment modalities.

E14.5.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, ineffective airway clearance, alteration in comfort: pain, impaired gas exchange, potential for injury: infection, and altered nutrition: less than body requirements.

E14.5.6 Implement intervention strategies for each associated nursing diagnosis.

E14.5.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C14.5 Use the nursing process to provide care for a client with pneumonia. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of pneumonia. (E14.5.1)
2. Discuss signs and symptoms of pneumonia, explaining and reviewing pathophysiology. (E14.5.2)
3. Discuss medical management of the client with pneumonia. (E14.5.3)
4. Have students describe the role of the nurse related to each treatment modality. (E14.5.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients. (E14.5.5, E14.5.6, E14.5.7)

SELECTED TOOLS AND MATERIALS

Textbook
Nursing Process Care Plan Forms

SELECTED AUDIOVISUAL MATERIALS

Clinical Simulations in Nursing II: A Preschooler Hospitalized with Pneumonia. Medi-Sim CAI, 1987.

SELECTED REFERENCES

Coleman, D.A. Pneumonia: Where Nursing Care Really Counts. RN,1986, 49 (2), 22-27, 57.

Gleckman, R.A. Community Acquired Pneumonia in the Geriatric Patient. Hospital Practice, 1985, 29 (3), 57-60.

Phipps, W.J., Long, B.C. and Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Practice. 3rd Ed., St. Louis: C. V. Mosby, 1987, pp. 1317-1322.

Servonsky, J. and Opas, S.R. Nursing Management of Children. Boston: Jones and Bartlett, 1987, pp.817, 819, 820, 921, 1188.

Stratton, C.W. Bacterial Pneumonia: An Overview With Emphasis on Pathogenesis, Diagnosis and Treatment. Heart & Lung, 1986, 15, 226-244.

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.6 Use the nursing process to provide care to a selected client with epiglottitis.

PERFORMANCE OBJECTIVE

P14.6 Given a selected real or hypothetical client with epiglottitis, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.6.1 Review the epidemiology/etiology of epiglottitis.

E14.6.2 Describe the clinical manifestations of the client with epiglottitis, including underlying pathophysiology.

E14.6.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E14.6.4 Describe the nursing role for each of the medically-derived treatment modalities.

E14.6.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: impaired gas exchange, alteration in tissue perfusion, ineffective airway clearance, anxiety, fear, potential for injury: infection, potential fluid volume deficit, knowledge deficit.

E14.6.6 Implement intervention strategies for each associated nursing diagnosis.

E14.6.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C14.6 Use the nursing process to provide care for a client with epiglottitis. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of epiglottitis. (E14.6.1)
2. Discuss signs and symptoms of epiglottitis, explaining and reviewing pathophysiology. (E14.6.2)
3. Discuss medical management of the client with epiglottitis. (E14.6.3)
4. Have students describe the role of the nurse related to each treatment modality. (E14.6.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients. (E14.6.5, E14.6.6, E14.6.7)

SELECTED TOOLS AND MATERIALS

Textbook
Nursing Process Care Plan Forms

SELECTED AUDIOVISUAL MATERIALS

None

SELECTED REFERENCES

Bass, J.W., et al. Sudden Death Due to Acute Epiglottitis. Pediatric Infectious Diseases, 1985, 4, 447-449.

Forbes, R. Acute Epiglottitis: Overcoming the Challenge. Canadian Operating Room Nursing Journal, 1985, 3 (4), 6-7, 9-10, 12-13.

Servonsky, J. and Opas, S.R. Nursing Management of Children. Boston: Jones and Bartlett, 1987, pp.817, 819, 820, 921, 1188.

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.7 Use the nursing process to provide care to a selected client with tuberculosis.

PERFORMANCE OBJECTIVE

P14.7 Given a selected real or hypothetical client with tuberculosis, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.7.1 Review the epidemiology/etiology of tuberculosis.

E14.7.2 Describe the clinical manifestations of the client with tuberculosis, including underlying pathophysiology.

E14.7.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E14.7.4 Describe the nursing role for each of the medically-derived treatment modalities.

E14.7.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, ineffective airway clearance, altered tissue perfusion: cardiopulmonary, self-concept disturbance, noncompliance, fear and anxiety.

E14.7.6 Implement intervention strategies for each associated nursing diagnosis.

E14.7.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C14.7 Use the nursing process to provide care for a client with tuberculosis. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of tuberculosis. (E14.7.1)
2. Discuss signs and symptoms of tuberculosis, explaining and reviewing pathophysiology. (E14.7.2)
3. Discuss medical management of the client with tuberculosis. (E14.7.3)
4. Have students describe the role of the nurse related to each treatment modality. (E14.7.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients. (E14.7.5, E14.7.6, E14.7.7)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

None

SELECTED REFERENCES

Jacobs, R.F. and Abernathy, R.S. The Treatment of Tuberculosis in Children. Pediatric Infectious Diseases, 1985, 4, 513-517.

Summers, L. Tuberculosis: A Persistent Health Care Problem. Journal of Nurse-Midwifery, 1987, 32 (2), 68-78.

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.8 Use the nursing process to provide care to a selected client with asthma.

PERFORMANCE OBJECTIVE

P14.8 Given a selected real or hypothetical client with asthma, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.8.1 Review the epidemiology/etiology of asthma.

E14.8.2 Describe the clinical manifestations of the client with asthma, including underlying pathophysiology.

E14.8.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E14.8.4 Describe the nursing role for each of the medically-derived treatment modalities.

E14.8.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, ineffective airway clearance, anxiety, ineffective breathing pattern, impaired gas exchange, sleep pattern disturbance, ineffective family coping, self-concept disturbance.

E14.8.6 Implement intervention strategies for each associated nursing diagnosis.

E14.8.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C14.8 Use the nursing process to provide care for a client with asthma. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of asthma. (E14.8.1)
2. Discuss signs and symptoms of asthma, explaining and reviewing pathophysiology. (E14.8.2)
3. Discuss medical management of the client with asthma. (E14.8.3)
4. Have students describe the role of the nurse related to each treatment modality. (E14.8.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients. (E14.8.5, E14.8.6, E14.8.7)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

Drug Therapy for a Preschooler with Asthma. Medi-Sim CAI, 1989.

SELECTED REFERENCES

Goodnough, S.K.C. Helping Your Asthmatic Patient Breathe Easier. Nursing, 1987 17 (6), 32C, 35F

Hen, J. An Overview of Pediatric Asthma. Pediatric Annals, 1986, 15, 92-94, 96.

Wabschall, J.M. Nursing Management of Children During a Mild To Moderate Asthmatic Attack. Journal of Emergency Nursing, 1986, 12 (3), 134-141.

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.9 Use the nursing process to provide care to a selected client with chronic obstructive pulmonary disease.

PERFORMANCE OBJECTIVE

P14.9 Given a selected real or hypothetical client with chronic obstructive pulmonary disease, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.9.1 Review the epidemiology/etiology of chronic obstructive pulmonary disease.

E14.9.2 Describe the clinical manifestations of the client with chronic obstructive pulmonary disease, including underlying pathophysiology.

E14.9.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E14.9.4 Describe the nursing role for each of the medically-derived treatment modalities.

E14.9.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, ineffective airway clearance, ineffective breathing pattern, decrease cardiac output, fluid volume excess, impaired gas exchange, injury: potential for infection, self-care deficit, activity intolerance, sleep pattern disturbance, impaired physical mobility, self- concept disturbance, altered role performance, social isolation.

E14.9.6 Implement intervention strategies for each associated nursing diagnosis.

E14.9.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C14.9 Use the nursing process to provide care for a client with chronic obstructive pulmonary disease. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of chronic obstructive pulmonary disease. (E14.9.1)
2. Discuss signs and symptoms of chronic obstructive pulmonary disease, explaining and reviewing pathophysiology. (E14.9.2)
3. Discuss medical management of the client with chronic obstructive pulmonary disease. (E14.9.3)
4. Have students describe the role of the nurse related to each treatment modality. (E14.9.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients. (E14.9.5, E14.9.6, E14.9.7)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

Chronic Obstructive Pulmonary Disease. Medi-Sim CAI, 1988.

Caring for Patients with Chronic Obstructive Pulmonary Disease. Hospital Satellite Network.

Acute Respiratory Failure: COPD. Medcom/Trainex, 1984.

SELECTED REFERENCES

Callahan, M. A Prudent Pulmonary Rehabilitation Program. American Journal of Nursing, 1985, 85, 1368-1369.

Carrieri, V., and Janson, B.S. Strategies Patients use to Manage the Sensation of Dyspnea. Western Journal of Nursing Research, 1986, 8 (3), 289-305.

Curgian, L.M. Nutrition in Chronic Respiratory Disease. Rehabilitation Nursing, 1985, 10 (4), 22-23.

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.10 Use the nursing process to provide care to a selected client with cystic fibrosis.

PERFORMANCE OBJECTIVE

P14.10 Given a selected real or hypothetical client with cystic fibrosis, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.10.1 Review the epidemiology/etiology of cystic fibrosis.

E14.10.2 Describe the clinical manifestations of the client with cystic fibrosis, including underlying pathophysiology.

E14.10.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E14.10.4 Describe the nursing role for each of the medically-derived treatment modalities.

E14.10.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: impaired gas exchange, ineffective airway clearance, alteration in tissue perfusion, ineffective breathing patterns, potential for injury: infection, alteration in comfort, impaired verbal communication, potential activity intolerance, sleep pattern disturbance, alteration in nutrition: less than body requirements, alteration in bowel elimination, fluid volume deficit, disturbance in self concept, knowledge deficit, ineffective individual and family coping, anticipatory grieving.

E14.10.6 Implement intervention strategies for each associated nursing diagnosis.

E14.10.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C14.10 Use the nursing process to provide care for a client with cystic fibrosis. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of cystic fibrosis. (E14.10.1)
2. Discuss signs and symptoms of cystic fibrosis, explaining and reviewing pathophysiology. (E14.10.2)
3. Discuss medical management of the client with cystic fibrosis. (E14.10.3)
4. Have students describe the role of the nurse related to each treatment modality. (E14.10.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients. (E14.10.5, E14.10.6, E14.10.7)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

None

SELECTED REFERENCES

Cowen, L., et al. Psychologic Adjustment of the Family with a Member Who Has Cystic Fibrosis. Pediatrics, 1986, 77, 745-753

Glendon, M. Teaching Harry What We Thought He Knew. Nursing '85, 1985, 15 (7), 44-46.

Katz, J.N., et al. Clinical Features as Predictors of Functional Status in Children with Cystic Fibrosis. Journal of Pediatrics, 1986, 108, 352-358.

Nolan, T., et al. Knowledge of Cystic Fibrosis in Patients and Their Parents. Pediatrics, 1986, 77, 229-235.

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.11 Use the nursing process to provide care to a selected client with infant or adult respiratory distress syndrome.

PERFORMANCE OBJECTIVE

P14.11 Given a selected real or hypothetical client with infant or adult respiratory distress syndrome, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.11.1 Review the epidemiology/etiology of infant or adult respiratory distress syndrome.

E14.11.2 Describe the clinical manifestations of the client with infant or adult respiratory distress syndrome, including underlying pathophysiology.

E14.11.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E14.11.4 Describe the nursing role for each of the medically-derived treatment modalities.

E14.11.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: anxiety, impaired gas exchange, ineffective breathing pattern, ineffective airway clearance, alteration in comfort, impaired physical mobility, potential for injury: infection, alteration in nutrition: less than body requirements, decreased tissue perfusion, potential fluid volume deficit, alteration in oral mucous membranae, impairment of skin integrity, sensory perceptual alterations, sleep pattern disturbance, anticipatory grieving, alteration in parenting.

E14.11.6 Implement intervention strategies for each associated nursing diagnosis.

E14.11.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C14.11 Use the nursing process to provide care for a client with infant or adult respiratory distress syndrome. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of infant or adult respiratory distress syndrome. (E14.11.1)
2. Discuss signs and symptoms of infant or adult respiratory distress syndrome, explaining and reviewing pathophysiology. (E14.10.2)
3. Discuss medical management of the client with infant or adult respiratory distress syndrome. (E14.11.3)
4. Have students describe the role of the nurse related to each treatment modality. (E14.11.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients. (E14.11.5, E14.11.6, E14.11.7)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

Adult Respiratory Distress Syndrome. Med-Sim Computer Assisted Instruction, 1987.

Acute Respiratory Failure: ARDS. Medcom/Trainex, 1984.

SELECTED REFERENCES

Bernard, G.R. and Bradley, R.B. Adult Respiratory Distress Syndrome: Diagnosis and Management. Heart & Lung, 1986 15, 250-255.

Fanconi, S., et al. Long-Term Sequelae in Children Surviving Infant Respiratory Distress Syndrome. Journal of Pediatrics, 1985, 106, 218.

Fuchs, C.P. Caring for Ventilator Patients. Nursing '86, 1986, 16 (6), 34-39.

Karnes, N. Don't Let ARDS Catch You Off Guard. Nursing '87, 1987, 17 (5), 34-38.

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.12 Use the nursing process to provide care to a selected client with acute or chronic respiratory failure.

PERFORMANCE OBJECTIVE

P14.12 Given a selected real or hypothetical client with acute or chronic respiratory failure, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.12.1 Review the epidemiology/etiology of acute or chronic respiratory failure.

E14.12.2 Describe the clinical manifestations of the client with acute or chronic respiratory failure, including underlying pathophysiology.

E14.12.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E14.12.4 Describe the nursing role for each of the medically-derived treatment modalities.

E14.12.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, ineffective airway clearance, decreased cardiac output, impaired gas exchange, altered nutrition: less than body requirements, anxiety, fear, anticipatory grieving, hopelessness.

E14.12.6 Implement intervention strategies for each associated nursing diagnosis.

E14.12.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C14.12 Use the nursing process to provide care for a client with acute or chronic respiratory failure. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of acute or chronic respiratory failure. (E14.12.1)
2. Discuss signs and symptoms of acute and chronic respiratory failure, explaining and reviewing pathophysiology. (E14.12.2)
3. Discuss medical management of the client with acute or chronic respiratory failure. (E14.12.3)
4. Have students describe the role of the nurse related to each treatment modality. (E14.12.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients. (E14.12.5, E14.12.6, E14.12.7)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

Acute Respiratory Failure: ARDS. Medcom/Trainex, 1984.

Acute Respiratory Failure: Thoracic Pump Failure. Medcom/Trainex, 1984.

SELECTED REFERENCES

Ledger, S.D. Management of a Patient in Respiratory Failure Due to Chronic Bronchitis. Intensive Care Nursing, 1986, 2 (1), 30-43.

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.13 Use the nursing process to provide care to a selected client with cancer of the larynx.

PERFORMANCE OBJECTIVE

P14.13 Given a selected real or hypothetical client with cancer of the larynx, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.13.1 Review the epidemiology/etiology of cancer of the larynx.

E14.13.2 Describe the clinical manifestations of the client with cancer of the larynx, including underlying pathophysiology.

E14.13.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E14.13.4 Describe the nursing role for each of the medically-derived treatment modalities.

E14.13.5 Discuss the surgical management of the client, including preoperative and postoperative nursing care and identification and management of collaborative postoperative problems.

E14.13.6 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, ineffective airway clearance, anxiety, alteration in comfort: pain, impaired verbal communication, alteration in oral mucous membranes, alteration in nutrition: less than body requirements, and self-concept disturbance: change in body image, impaired social interaction, anticipatory grieving, anxiety, fears.

E14.13.7 Implement intervention strategies for each associated nursing diagnosis.

E14.13.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C14.13 Use the nursing process to provide care for a client with cancer of the larynx. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of cancer of the larynx. (E14.13.1)
2. Discuss signs and symptoms of cancer of the larynx, explaining and reviewing pathophysiology. (E14.13.2)
3. Discuss medical management of the client with cancer of the larynx. (E14.13.3)
4. Discuss surgical management of the client, including age-specific nursing interventions and postoperative collaborative problems. (14.13.5)
5. Have students describe the role of the nurse related to each treatment modality. (E14.13.4,5)
6. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients. (E14.13.4, E14.13.5, E14.13.6, E14.13.7, E14.13.8)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

None

SELECTED REFERENCES

Harris, L.L. and Kraege, J. After T-E Puncture: Relearning to Speak. American Journal of Nursing, 1986, 86 (1), 55-58.

Patry-Lahey, R. Doing It Better: Helping A Laryngectomy Patient Go Home. Nursing '85, 1985, 15 (3), 63-64

Romn, S. Cancer of the Larynx: Current Concepts of Diagnosis and Treatment. Surgical Clinics of North America, 1986, 66 (1), 109-118

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.14 Use the nursing process to provide care to a selected client with cancer of the lung.

PERFORMANCE OBJECTIVE

P14.14 Given a selected real or hypothetical client with cancer of the lung, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.14.1 Review the epidemiology/etiology of cancer of the lung.

E14.14.2 Describe the clinical manifestations of the client with cancer of the lung, including underlying pathophysiology.

E14.14.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E14.14.4 Describe the nursing role for each of the medically-derived treatment modalities.

E14.14.5 Discuss the surgical management of the client, including preoperative and postoperative nursing care and identification and management of collaborative postoperative problems.

E14.14.6 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, ineffective airway clearance, anxiety, alteration in comfort: pain, fear, and impaired gas exchange, anticipatory grieving, ineffective coping, hopelessness.

E14.14.7 Implement intervention strategies for each associated nursing diagnosis.

E14.14.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C14.14 Use the nursing process to provide care for a client with cancer of the lung. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of cancer of the lung. (E14.14.1)
2. Discuss signs and symptoms of cancer of the lung, explaining and reviewing pathophysiology. (E14.14.2)
3. Discuss medical management of the client with cancer of the lung. (E14.14.3)
4. Discuss surgical management of the client, including age-specific nursing interventions and postoperative collaborative problems. (14.14.5)
5. Have students describe the role of the nurse related to each treatment modality. (E14.14.4,5)
6. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients. (E14.14.4, E14.14.5, E14.14.6, E14.14.7, E14.14.8)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

Clinical Simulations in Nursing II: A Patient Having Surgery for Lung Cancer. Medi-Sim CAI, 1988.

SELECTED REFERENCES

Greifzu, S., et al. Lung Cancer: By the Time It's Detected It may be Too Late. RN, 1987, 50 (3), 52-58

Faulkenberry, J.E. Cancer Prevention and Detection--Lung Cancer. Cancer Nursing, 1985, 8, 185-194.

Janes, G. Planning For Terminal Care. Nursing Times, 1986, 82, (17), 24-27.

CONTENT/CONCEPT

14. Caring for clients across the life span with disturbances in activity-exercise pattern related to respiratory dysfunction.

TASK/COMPETENCY

14.15 Use the nursing process to provide care to a selected client with chest trauma/pneumothorax.

PERFORMANCE OBJECTIVE

P14.15 Given a selected real or hypothetical client with chest trauma/pneumothorax, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E14.15.1 Review the epidemiology/etiology of chest trauma/pneumothorax.

E14.15.2 Describe the clinical manifestations of the client with chest trauma/pneumothorax, including underlying pathophysiology.

E14.15.3 Discuss the surgical management of the client, including preoperative and postoperative nursing care and identification and management of collaborative postoperative problems.

E14.15.4 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: ineffective airway clearance, alteration in comfort: pain, impaired gas exchange, inadequate breathing pattern, knowledge deficit, anxiety, post-trauma response.

E14.15.7 Implement intervention strategies for each associated nursing diagnosis.

E14.15.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCE MEASURE

C14.14 Use the nursing process to provide care for a client with chest trauma/pneumothorax. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of chest trauma/pneumothorax. (E14.15.1)
2. Discuss signs and symptoms of chest trauma/pneumothorax, explaining and reviewing pathophysiology. (E14.15.2)
3. Discuss surgical management of the client, including age-specific nursing interventions and postoperative collaborative problems. (14.15.3)
6. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients. (E14.15.4, E14.15.5, E14.15.6)

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

Chest Trauma. Medi-Sim CAI, 1988.

Chest Trauma. Medcom/Trainex, 1984.

SELECTED REFERENCES

Carroll, P.F. Action Stat! Tension Pneumothorax. Nursing '85, 1985, 15 (9), 41.

Azgen, G., et al. Chest Injuries In Civilian Life and Their Treatment. Chest, 1984, 85 (1), 89-92.

NURSING ARTICULATION - UNIT XV

PROPOSED CONTENT/CONCEPT AREA

15. Caring for clients across the life span with disturbances in the activity/exercise pattern related to cardiovascular dysfunction

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TASKS/COMPETENCIES

15.1 Assess the client for the defining characteristics and etiological factors of decreased cardiac output and altered peripheral tissue perfusion

15.2 Plan care for the client with decreased cardiac output and altered peripheral tissue perfusion

15.3 Implement care for the client with decreased cardiac output and altered peripheral tissue perfusion

15.4 Evaluate care of the client with decreased cardiac output and altered peripheral tissue perfusion

15.5 Use the nursing process to provide care for a selected client with angina

15.6 Use the nursing process to provide care for a selected client with myocardial infarction

15.7 Use the nursing process to provide care for a selected client with congestive heart failure

15.8 Use the nursing process to provide care for a selected client with cardiac arrhythmia

15.9 Use the nursing process to provide care for a selected client with congenital heart defects

15.10 Use the nursing process to provide care for a selected client with hypertension

15.11 Use the nursing process to provide care for a selected client with arterial disease

15.12 Use the nursing process to provide care for a selected client with venous disease

CONTENT/CONCEPT

15. Caring for clients across the life span with disturbances in the activity/exercise pattern related to cardiovascular dysfunction.

TASK/COMPETENCY

15.1 Assess the client for the defining characteristics and etiological factors of decreased cardiac output and altered peripheral tissue perfusion.

PERFORMANCE OBJECTIVE

P. 15.1 Given the textbook and related learning resources, assess the client for the defining characteristics and etiological factors of decreased cardiac output and altered peripheral tissue perfusion. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 15.1.1 Review the anatomy and physiology of the cardiovascular system.

E 15.1.2 Interview a client and/or a significant other to obtain information related to current or past cardiovascular problems and the presence of risk factors.

E 15.1.3 Explain the physiological basis for subjective and objective data related to decreased cardiac output and altered peripheral tissue perfusion.

E 15.1.4 Assess the client for the following: edema, dyspnea, cyanosis, trophic skin changes.

E 15.1.5 Auscultate chest for the presence for abnormal heart beat, rate, or rhythm.

CRITERION-REFERENCED MEASURE

C 15.1 Assess the client for the defining characteristics and etiological factors of decreased cardiac output and altered peripheral tissue perfusion. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Use pre-test to evaluate students' knowledge of anatomy and physiology (E15.1.1).
2. Discuss pertinent questions to be asked in obtaining information on health history (E15.1.2).
3. Evaluate students' nursing histories relative to the cardiovascular system (E15.1.2).
4. For the subjective and objective data, discuss physiologic basis of each nursing diagnosis (E15.1.3).
5. Demonstrate cardiac assessment techniques of inspection and auscultation (E15.1.4 and E15.1.5).
6. Supervise student practice of cardiac assessment techniques (E15.1.4 and E15.1.5).

SELECTED TOOLS AND MATERIALS

Textbook
Instructor-made transparencies
Course syllabus
EKG tracing

SELECTED AUDIOVISUAL MATERIALS

Physical Assessment: Heart and Lung, Concept Media, 1985
Normal Heart Sounds, Medcom, 1986

SELECTED REFERENCES

Brunner, L.S. and Suddarth, D.S. Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J.B. Lippincott Co., 1988.
Dennison, R. "Cardiopulmonary Assessment: How to Do It Better in 15 Easy Steps." Nursing 86, April 1986, p. 34+
Guyton, A.C. Textbook of Medical Physiology. 7th Ed. Philadelphia: W.B. Saunders, 1986.
Kleinhenz, T. "Preload and Afterload." Nursing 85, May 1985, p. 50 Morton, P.G. Health Assessment in Nursing: Springhouse Corporation, 1989.
Mott, S.R., Jones, S.B. and Sperhac, A.M. Nursing Care of Children and Families. Redwood City, CA: Addison-Wesley, 1990.
Van Parys, E. "Assessing the Failing State of the Heart." Nursing 87 February 1987, p. 42+
Whaley, L.F. and Wong, D.L. Nursing Care of Infants and Children. 3rd Ed.

CONTENT/CONCEPT

15. Caring for clients across the life span with disturbances in the activity/exercise pattern related to cardiovascular dysfunction.

TASK/COMPETENCY

15.2 Plan care for the client with decreased cardiac output and altered peripheral tissue perfusion.

PERFORMANCE OBJECTIVE

P. 15.2 Given the textbook, related learning resources and a real or hypothetical client with a nursing diagnosis of decreased cardiac output and altered peripheral tissue perfusion, plan care for the client with decreased cardiac output and altered peripheral tissue perfusion. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 15.2.1	Establish client-centered goals.
E 15.2.2	Develop 3-6 selected measurable objectives to achieve client-centered goals.
E 15.2.3	Write nursing orders to achieve each objective.
E 15.2.4	Explain the rationale for each order.

CRITERION-REFERENCED MEASURE

C 15.2 Plan care for the client with decreased cardiac output and altered peripheral tissue perfusion. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assist students in writing client-centered goals for selected nursing diagnoses (E15.2.1).
2. Assist students in writing measurable objectives to achieve client-centered goals (E15.2.2).
3. Assist students in writing nursing orders for each objective (E15.2.3).
4. Facilitate classroom discussions of rationales of nursing orders (E15.2.4).

SELECTED TOOLS AND MATERIALS

Client scenario (reflecting decreased cardiac output and altered peripheral tissue perfusion)
Textbook

SELECTED AUDIOVISUAL MATERIALS

None

SELECTED REFERENCES

Brunner, L.S. and Suddarth, D.S. Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J.B. Lippincott C., 1988.
Doenges, M. and others. Nursing Care Plans: Guidelines for Planning Patient Care. 2nd Ed. Philadelphia: F.A. Davis Co., 1989.
Whaley, L.F. and Wong, D.L. Nursing Care of Infants and Children. 3rd Ed. St. Louis: C.V. Mosby C., 1987.
Wimsatt, R. "Unlocking the Mysteries Behind the Chest Wall." Nursing '85, 1985, 15 (11), 58-63.

CONTENT/CONCEPT

15. Caring for clients across the life span with disturbances in the activity/exercise pattern related to cardiovascular dysfunction.

TASK/COMPETENCY

15.3 Implement care for the client with decreased cardiac output and altered peripheral tissue perfusion.

PERFORMANCE OBJECTIVE

P. 15.3 Given the textbook, other learning resources and a selected real or hypothetical client with a nursing diagnosis of decreased cardiac output and altered peripheral tissue perfusion, implement intervention strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 15.3.1 Discuss rationale for nursing actions.
E 15.3.2 Implement nursing actions designed to achieve each objective.

CRITERION-REFERENCED MEASURE

C 15.3 Implement intervention strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. In clinical setting, elicit student explanations for nursing actions related to specific objectives (E15.3.1).
2. Supervise student implementation of nursing actions (E15.3.2).

SELECTED TOOLS AND MATERIALS

Stethoscope
Textbook
Nursing care plans for clients with decreased cardiac output and altered tissue perfusion.

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Brunner, L.S. and Suddarth, D.S. Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J.B. Lippincott Co., 1988.
Phipps, W.J., Long, B.C. and Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3rd Ed. St. Louis: C.V. Mosby, 1987.
Whaley, L.F. and Wong, D.L. Nursing Care of Infants and Children. 3rd Ed. St. Louis: C.V. Mosby Co., 1987.

CONTENT/CONCEPT

15. Caring for clients across the life span with disturbances in the activity/exercise pattern related to cardiovascular dysfunction.

TASK/COMPETENCY

15.4 Evaluate care of the client with decreased cardiac output and altered peripheral tissue perfusion.

PERFORMANCE OBJECTIVE

P. 15.4 Given the textbook, other learning resources and a selected real or hypothetical client with a nursing diagnosis of decreased cardiac output and altered peripheral tissue perfusion, evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 15.4.1 Conduct a formative evaluation of the client's progress toward meeting selected objectives, using the measurable outcomes established in the plan of care.

E 15.4.2 Conduct a summative evaluation of the client's progress toward meeting the client-centered goal.

CRITERION-REFERENCED MEASURE

C 15.4 Given the textbook, other learning resources and a selected real or hypothetical client situation with a nursing diagnosis of decreased cardiac output and altered peripheral tissue perfusion, evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assist students in conducting a formative evaluation of clients' progress toward meeting objectives (E15.4.1).
2. Assist students in conducting a summative evaluation of clients' progress toward meeting client-centered goal (E15.4.2).

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

None Identified

SELECTED REFERENCES

Brunner, L.S. and Suddarth, D.S. Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J.B. Lippincott Co., 1988.

CONTENT/CONCEPT

15. Caring for clients across the life span with disturbances in the activity/exercise pattern related to cardiovascular dysfunction.

TASK/COMPETENCY

15.5 Use the nursing process to provide care to a selected client with angina.

PERFORMANCE OBJECTIVE

P. 15.5 Given a selected real or hypothetical client with angina, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 15.5.1 Describe the epidemiology/etiology of angina.

E 15.5.2 Describe the clinical manifestations of the client with angina, including underlying pathophysiology.

E 15.5.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E 15.5.4 Describe the nursing role for each of the medically-derived treatment modalities.

E 15.5.5 Discuss the surgical management of the client, including preoperative and postoperative care.

E 15.5.6 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, alteration in comfort: pain, potential for injury, altered nutrition: less than body requirements. Tissue integrity: impaired, activity intolerance, impaired gas exchange, fear, anxiety, decreased cardiac output, altered tissue perfusion, potential sexual dysfunction, and anticipatory grieving.

E 15.5.7 Implement intervention strategies for each associated nursing diagnosis.

E 15.5.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C 15.5 Use the nursing process to provide care for a client with angina. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of angina (E15.5.1).
2. Discuss signs and symptoms of angina, explaining and reviewing pathophysiology (E15.5.2).
3. Discuss medical management of the client with angina (E15.5.3).
4. Have students describe the role of the nurse related to each treatment modality (E15.5.4).
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E15.5.5, E15.5.6, E15.5.7).

SELECTED TOOLS AND MATERIALS

Stethoscope
Textbook
Nursing Process Care Plan Forms

SELECTED AUDIOVISUAL MATERIALS

Angina Pectoris and Nitroglycerin, Medcom, 1984.

SELECTED REFERENCES

Handerhan, B. "Action Stat! Chest Pain." Vol. 19, No. 6, Nursing 89, June 1989, p. 33.
Lamb, I. "The Angina That Can Kill." RN, August 1985, pp. 28-37.
Phipps, W.J., Long, B.C. and Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3^{rd} Ed. St. Louis: C.V. Mosby, 1987.

CONTENT/CONCEPT

15. Caring for clients across the life span with disturbances in the activity/exercise pattern related to cardiovascular dysfunction.

TASK/COMPETENCY

15.6 Use the nursing process to provide care to a selected client with myocardial infarction.

PERFORMANCE OBJECTIVE

P. 15.6 Given a selected real or hypothetical client with myocardial infarction, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 15.6.1 Describe the epidemiology/etiology of myocardial infarction.

E 15.6.2 Describe the clinical manifestations of the client with myocardial infarction, including underlying pathophysiology.

E 15.6.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E 15.6.4 Describe the nursing role for each of the medically-derived treatment modalities.

E 15.6.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, altered tissue perfusion: peripheral pain, fluid volume excess, anxiety, fear, denial, decreased cardiac output, body image disturbance, anticipatory grieving, ineffective individual/family coping, potential altered family processes, potential altered role performance, potential for sexual dysfunction.

E 15.6.6 Implement intervention strategies for each associated nursing diagnosis.

E 15.6.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C 15.6 Use the nursing process to provide care for a client with myocardial infarction. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of myocardial infarction (E15.6.1).
2. Discuss signs and symptoms of myocardial infarction, explaining and reviewing pathophysiology (E15.6.2)
3. Discuss medical management of the client with myocardial infarction (E15.6.3)
4. Have students describe the role of the nurse related to each treatment modality (E15.6.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E15.6.5, E15.6.6, E15.6.7).

SELECTED TOOLS AND MATERIALS

Stethoscope
EKG tracings; selected diagnostic test results
Textbook

SELECTED AUDIOVISUAL MATERIALS

Filmstrips: My Heart Attack, Medcom, 1987
Recovery From a Heart Attack, Medcom, 1987
Cardiac Catheterization, Medcom, 1984

SELECTED REFERENCES

McCann, M.E. "Sexual Healing After Heart Attack." Vol. 89, No. 9, AJN, September 1989, p. 1132+

Unkle, D. et al. "The Latest Guidelines for Emergency Cardiac Care." RN, November 1987, p. 55+

CONTENT/CONCEPT

15. Caring for clients across the life span with disturbances in the activity/exercise pattern related to cardiovascular dysfunction.

TASK/COMPETENCY

15.7 Use the nursing process to provide care to a selected client with congestive heart failure.

PERFORMANCE OBJECTIVE

P. 15.7 Given a selected real or hypothetical client with congestive hear failure, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 15.7.1 Describe the epidemiology/etiology of congestive heart failure.

E 15.7.2 Describe the clinical manifestations of the client with congestive heart failure including underlying pathophysiology.

E 15.7.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E 15.7.4 Describe the nursing role for each of the medically-derived treatment modalities.

E 15.7.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, anxiety, fluid volume, excess, ineffective breathing pattern, impaired gas exchange, sleep pattern disturbance, activity intolerance, decreased cardiac output, fatigue, altered tissue perfusion: peripheral, denial, anticipatory grieving, potential altered role performance, self-care deficit, body image disturbance.

E 15.7.6 Implement intervention strategies for each associated nursing diagnosis.

E 15.7.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C 15.7 Use the nursing process to provide care for a client with congestive heart failure. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of congestive heart failure (E15.7.1).
2. Discuss signs and symptoms of congestive heart failure, explaining and reviewing pathophysiology (E15.7.2).
3. Discuss medical management of the client with congestive heart failure (E15.7.3).
4. Have students describe the role of the nurse related to each treatment modality (E15.7.4).
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients. (E15.7.5, E15.7.6, E15.7.7).

SELECTED TOOLS AND MATERIALS

Textbook
Stethoscope

SELECTED AUDIOVISUAL MATERIALS

None Identified

SELECTED REFERENCES

Grau, P.E. "Action Stat! Pulmonary Edema." Nursing 86, December 1986, p. 25+

Van Parys, E. "Assessing the Failing State of the Heart." Nursing 87, February 1987, p. 42+

CONTENT/CONCEPT

15. Caring for clients across the life span with disturbances in the activity/exercise pattern related to cardiovascular dysfunction.

TASK/COMPETENCY

15.8 Use the nursing process to provide care to a selected client with cardiac arrhythmia.

PERFORMANCE OBJECTIVE

P. 15.8 Given a selected real or hypothetical client with cardiac arrhythmia, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

15.8.1 Describe the epidemiology/etiology of cardiac arrhythmia.

15.8.2 Describe the clinical manifestations of the client with cardiac arrhythmia, including underlying pathophysiology.

15.8.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

15.8.4 Describe the nursing role for each of the medically-derived treatment modalities.

15.8.5 Discuss the surgical management of the client, including preoperative and postoperative care.

15.8.6 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, decreased cardiac output, altered tissue perfusion: peripheral, impaired gas exchange, self-care deficit, activity intolerance, sleep pattern disturbance, impaired physical mobility, self-concept disturbance, fear, anxiety.

15.8.7 Implement intervention strategies for each associated nursing diagnosis.

15.8.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C 15.8 Use the nursing process to provide care for a client with cardiac arrhythmia. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of cardiac arrythmia (E15.8.1).
2. Discuss signs and symptoms of cardiac arrhythmia, explaining and reviewing pathophysiology (E15.8.2)
3. Discuss medical management of the client with cardiac arrhythmia (E15.8.3)
4. Have students describe the role of the nurse related to each treatment modality (E15.8.2).
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E15.8.5, E15.8.6, E15.8.7).

SELECTED TOOLS AND MATERIALS

Textbook
Stethoscope

SELECTED AUDIOVISUAL MATERIALS

"Normal Heart Sounds," Medcom, 1986
"Physical Assessment: Heart and Lung," Concept Media, 1985

SELECTED REFERENCES

Hammond, C. "New Assessment Aids: Identifying Dysrhythmias." RN, April 1983, pp. 64-65.
Kupper, N. "Tachycardia." Nursing 84, August 1984, p. 34-41.
Loebl, S. and Spratto, G. The Nurses Drug Handbook, New York: John Wiley and Sons. Arrhythmia Drugs.
Meola, D.R. and Walker, V. "Responding Quickly to Tachy-dysrhythmias." Nursing 87, November 1987, p. 34+
Sargent, L. "Tracking Your Patient's E.K.G. with a Holter Monitor." Nursing 86, October 1986, p. 47+.

CONTENT/CONCEPT

15. Caring for clients across the life span with disturbances in the activity/exercise pattern related to cardiovascular dysfunction.

TASK/COMPETENCY

15.9 Use the nursing process to provide care to a selected client with congenital heart defects.

PERFORMANCE OBJECTIVE

P. 15.9 Given a selected real or hypothetical client with congenital heart defects, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 15.9.1 Describe the epidemiology/etiology of congenital heart defects.

E 15.9.2 Describe the clinical manifestations of the client with congenital heart defects, including underlying pathophysiology.

E 15.9.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E 15.9.4 Describe the nursing role for each of the medically-derived treatment modalities.

E 15.9.5 Discuss the surgical management of the client, including preoperative and postoperative care.

E 15.9.6 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: cardiac output (decreased), altered tissue perfusion: peripheral, anxiety, fear, impaired gas exchange, alteration in nutrition: less than body requirements, altered growth and development, potential for ineffective family coping.

E 15.9.7 Implement intervention strategies for each associated nursing diagnosis.

E 15.9.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C 15.9 Use the nursing process to provide care for a client with congenital heart defects. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of congenital heart defects (E15.9.1).
2. Discuss signs and symptoms of congenital heart defects, explaining and reviewing pathophysiology (E15.9.2).
3. Discuss medical management of the client with congenital heart defects (E15.9.3).
4. Have students describe the role of the nurse related to each treatment modality (E15.9.4).
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E15.9.5, E15.9.6, E15.9.7).

SELECTED TOOLS AND MATERIALS

Textbook
Stethoscope

SELECTED AUDIOVISUAL MATERIALS

None

SELECTED REFERENCES

Clouter, J. "Home Care for the Infant with Congenital Heart Disease." AJN, January 1982, p. 100-103.
Malinowski, L. "Cardiac Catheterization of the Neonate." AJN, January 1985, p. 60+.
Whaley, L. & Wong D. Essentials of Pediatric Nursing, 2nd Ed. St. Louis: C.V. Mosby C., 1985.

CONTENT/CONCEPT

15. Caring for clients across the life span with disturbances in the activity/exercise pattern related to cardiovascular dysfunction.

TASK/COMPETENCY

15.10 Use the nursing process to provide care to a selected client with hypertension.

PERFORMANCE OBJECTIVE

P. 15.10 Given a selected real or hypothetical client with hypertension, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 15.10.1 Describe the epidemiology/etiology of hypertension.

E 15.10.2 Describe the clinical manifestations of the client with hypertension, including underlying pathophysiology.

E 15.10.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E 15.10.4 Describe the nursing role for each of the medically-derived treatment modalities.

E 15.10.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, decreased cardiac output, altered tissue perfusion: peripheral, potential for impaired gas exchange, denial, noncompliance, fluid volume excess.

E 15.10.6 Implement intervention strategies for each associated nursing diagnosis.

E 15.10.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C 15.10 Use the nursing process to provide care for a client with hypertension. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of hypertension (E15.10.1).
2. Discuss signs and symptoms of hypertension, explaining and reviewing pathophysiology (E15.10.2).
3. Discuss medical management of the client with hypertension (E15.10.3).
4. Have students describe the role of the nurse related to each treatment modality (E15.10.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E15.10.5, E15.10.6, E15.10.7).

SELECTED TOOLS AND MATERIALS

Textbook
Stethoscope
Sphygmomanometer

SELECTED AUDIOVISUAL MATERIALS

"Hypertension: High Blood Pressure," Medcom, 1986
"Antihypertensives" (filmstrip)

SELECTED REFERENCES

Hill, M.N. and Cunningham, S.L. "The Latest Words for High B.P." AJN, April 1989, p. 504+.
Loebl, S. and Spratto, G. The Nurse's Drug Handbook, 4th Ed. New York: John Wiley and Sons 1988.
Luckman and Sorensen. Medical-Surgical Nursing 3rd Ed. Philadelphia: W.B. Saunders Co. 1987.

CONTENT/CONCEPT

15. Caring for clients across the life span with disturbances in the activity/exercise pattern related to cardiovascular dysfunction.

TASK/COMPETENCY

15.11 Use the nursing process to provide care to a selected client with arterial disease.

PERFORMANCE OBJECTIVE

P.15.11 Given a selected real or hypothetical client with arterial disease, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 15.11.1 Describe the epidemiology/etiology of arterial disease.

E 15.11.2 Describe the clinical manifestations of the client with arterial disease, including underlying pathophysiology.

E 15.11.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E 15.11.4 Describe the nursing role for each of the medically-derived treatment modalities.

E 15.11.5 Discuss the surgical management of the client, including preoperative and postoperative care.

E 15.11.6 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, altered tissue perfusion: peripheral, anxiety, alteration in comfort: pain, self-concept disturbances: change in body image, potential for injury, potential impaired skin integrity, impaired tissue integrity, impaired physical mobility; potential for non-compliance.

E 15.11.7 Implement intervention strategies for each associated nursing diagnosis.

E 15.11.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C15.11 Use the nursing process to provide care for a client with arterial disease. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of arterial disease (E15.11.1).
2. Discuss signs and symptoms of arterial disease, explaining and reviewing pathophysiology (E15.11.2).
3. Discuss medical management of the client with arterial disease (E15.11.3).
4. Have students describe the role of the nurse related to each treatment modality (E15.11.4).
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E15.11.5, E15.11.6, E15.11.7).

SELECTED TOOLS AND MATERIALS

Textbook
Doppler

SELECTED AUDIOVISUAL MATERIALS

None Identified

SELECTED REFERENCES

Bourne, B. and Kutchen, J.L. "Amputation - Helping Patient Face Loss of a Limb." RN, February 1985, p. 38-41.

Ceccio, C.M. and Horosz, J.E. "Teaching the Elderly Amputee to Meet the World." RN, September 1988, p. 70+.

Durham, C.F. "The No-Fault Way to Assess Carotid Arteries." RN, November 1988, p. 65.

Miller, R.A. and Evans, W.E. "Nurse and Patient: Allies Preventing Amputation." RN, July 1988, p. 3. "Immediate Post-op Prosthesis." AJN, March 1987, p. 310+.

CONTENT/CONCEPT

15. Caring for clients across the life span with disturbances in the activity/exercise pattern related to cardiovascular dysfunction.

TASK/COMPETENCY

15.12 Use the nursing process to provide care to a selected client with venous disease.

PERFORMANCE OBJECTIVE

P. 15.12 Given a selected real or hypothetical client with venous disease, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 15.12.1 Describe the epidemiology/etiology of venous disease.

E 15.12.2 Describe the clinical manifestations of the client with venous disease, including underlying pathophysiology.

E 15.12.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E 15.12.4 Describe the nursing role for each of the medically-derived treatment modalities.

E 15.12.5 Discuss the surgical management of the client, including preoperative and postoperative care.

E 15.12.6 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, altered tissue perfusion: peripheral, anxiety, alteration in comfort: pain, and self-concept disturbances: change in body image, potential for injury, potential impaired skin integrity, impaired tissue integrity, impaired physical mobility.

E 15.12.7 Implement intervention strategies for each associated nursing diagnosis.

E 15.12.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C15.12 Use the nursing process to provide care for a client with venous disease. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of venous disease (E15.12.1).
2. Discuss signs and symptoms of venous disease, explaining and reviewing pathophysiology (E15.12.2).
3. Discuss medical management of the client with venous disease (E15.12.3).
4. Have students describe the role of the nurse related to each treatment modality (E15.12.4).
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E15.12.5, E15.12.6, E15.12.7).

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

None Identified

SELECTED REFERENCES

Bourne, B. and Kutchen, J.L. "Amputation - Helping Patient Face Loss of a Limb." RN, February 1985, p. 38-41.

Ceccio, C.M. and Horosz, J.E. "Teaching the Elderly Amputee to Meet the World." RN, September 1988, p. 70+.

McMahan, B.E., "Why Deep Vein Thrombosis is So Dangerous." RN, January 1987, p. 20+.

Miller, R.A. and Evans, W.E. "Nurse and Patient: Allies Preventing Amputation." RN, July 1988, p. 38+. "Immediate Post-op Prosthesis." AJN, March 1987, p. 310+.

NURSING ARTICULATION - UNIT XVI

PROPOSED CONTENT/CONCEPT AREA

16. Caring for clients across the life span with disturbances in the activity/exercise pattern related to hematopoietic dysfunction

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TASK/COMPETENCIES:

16.1 Assess the client for the defining characteristics and etiological factors of fatigue, impaired gas exchange, and altered peripheral tissue perfusion

16.2 Plan care for the client with fatigue, impaired gas exchange, and altered peripheral tissue perfusion

16.3 Implement care for the client with fatigue, impaired gas exchange, and altered peripheral tissue perfusion

16.4 Evaluate care of the client with fatigue, impaired gas exchange, and altered peripheral tissue perfusion

16.5 Use the nursing process to provide care for a selected client with iron deficiency anemia

16.6 Use the nursing process to provide care for a selected client with sickle cell anemia

16.7 Use the nursing process to provide care for a selected client with pernicious anemia

16.8 Use the nursing process to provide care for a selected client with leukemia

16.9 Use the nursing process to provide care for a selected client with Hodgkins Disease

CONTENT/CONCEPT

16. Caring for clients across the life span with disturbances in the activity/exercise pattern related to hematopoietic dysfunction.

TASK/COMPETENCY

16.1 Assess the client for the defining characteristics and etiological factors of fatigue, impaired gas exchange, and altered peripheral tissue perfusion.

PERFORMANCE OBJECTIVE

P.16.1 Given the textbook and related resources, assess the client for the defining characteristics and etiological factors of fatigue, impaired gas exchange, and altered peripheral tissue perfusion. Assessment must be related acceptable on both a clinical and an academic criterion referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E16.1.1 Review the anatomy and physiology of the hematopoietic system.
E16.1.2 Interview a client and/or a significant other to obtain information related to current or past hematological problems.
E16.1.3 Explain the physiological basis for the subjective and objective data related to fatigue, impaired gas exchange, and altered peripheral tissue perfusion.
E16.1.4 Assess the client for the following: color of skin, sclerae and oral mucosa; petechiae and ecchymosis; skin lesions and skin texture, bone pain.

CRITERION-REFERENCED MEASURE

C16.1 Assess the client for the defining characteristics and etiological factors of fatigue, impaired gas exchange, and altered peripheral tissue perfusion. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Use pre-test to evaluate students' knowledge of anatomy and physiology (E16.1.1).
2. Discuss pertinent questions to be asked in obtaining information on health history (E16.1.2).
3. Evaluate students' nursing histories relative to the hematology system (E16.1.2).
4. For subjective and objective data, discuss physiologic basis for each diagnosis (E16.1.3).
5. Demonstrate hematological assessment techniques of inspection (E16.1.4).
6. Supervise student practice of hematological assessment techniques (E16.1.4).

SELECTED TOOLS AND MATERIALS

Textbook
Instructor made transparencies
Appropriate handouts
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Brunner, L.S. and Suddarth, D.S. Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J.B. Lippincott Co., 1988.
Morton, P.G. Health Assessment in Nursing. Springhouse Corporation, 1989.
Mott, S.R., Jones, S.B. & Sperhac, A.M. Nursing Care of Children and Families. Redwood City, CA: Addison-Wesley, 1990.
Whaley, L.F. & Wong, D.L. Nursing Care of Infants and Children. 3rd St. Louis: C.V. Mosby Co., 1987.

CONTENT/CONCEPT

16. Caring for clients across the life span with disturbances in the activity/exercise pattern related to hematopoietic dysfunction.

TASK/COMPETENCY

16.2 Plan care for the client with fatigue, impaired gas exchange, and altered peripheral tissue perfusion.

PERFORMANCE OBJECTIVE

P.16.2 Given the textbook and related learning resources, and a real or hypothetical client with a nursing diagnosis of fatigue, impaired gas exchange, and altered peripheral tissue perfusion, plan care for the client with fatigue, impaired gas exchange, and altered peripheral tissue perfusion. Planning must be related acceptable on both a clinical and an academic criterion referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E16.2.1 Establish client centered goals.
E16.2.2 Develop 3-6 selected measurable objectives to achieve client-centered goals.
E16.2.3 Write nursing orders to achieve each objective.
E16.2.4 Explain the rationale for each order.

CRITERION-REFERENCED MEASURE

C16.2 Plan care for the client with fatigue, impaired gas exchange, and altered peripheral tissue perfusion. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assist students in writing client-centered goals for selected nursing diagnoses (E16.2.1).
2. Assist students in writing measurable objectives to achieve client-centered goals (E16.2.2).
3. Assist students in writing nursing orders for each objective (E16.2.3).
4. Facilitate classroom discussions of rationales for nursing orders (E16.2.4).

SELECTED TOOLS AND MATERIALS

Textbook
Instructor made transparencies
Appropriate handouts
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

Brunner, L.S. and Suddarth, D.S. Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J.B. Lippincott Co., 1988.
Doenges, M. et al. Nursing Care Plans: Guidelines for Planning Patient Care. 2nd Ed. Philadelphia: F.A. Davis Co., 1989.
Whaley, L.F. & Wong, D.L. Nursing Care of Infants and Children. 3rd St. Louis: C.V. Mosby Co., 1987.

CONTENT/CONCEPT

16. Caring for clients across the life span with disturbances in the activity/exercise pattern related to hematopoietic dysfunction.

TASK/COMPETENCY

16.3 Implement care for the client with fatigue, impaired gas exchange, and altered peripheral tissue perfusion.

PERFORMANCE OBJECTIVE

P.16.3 Given the textbook, and other learning resources, and a selected real or hypothetical client with a nursing diagnosis of fatigue, impaired gas exchange, and altered peripheral tissue perfusion. implement intervention strategies. Implementation must be related acceptable on both a clinical and an academic criterion referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E16.3.1 Discuss rationale for nursing actions.
E16.3.2 Implement nursing actions designed to achieve each objective.

CRITERION-REFERENCED MEASURE

C16.3 Implement intervention strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. In clinical setting, elicit student explanations for nursing actions related to specific objectives (E16.3.1).
2. Supervise student implementation of nursing actions (E16.3.2).

SELECTED TOOLS AND MATERIALS

Textbook
Instructor made transparencies
Appropriate handouts
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Brunner, L.S. and Suddarth, D.S. Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J.B. Lippincott Co., 1988.
Phipps, W.J., Long, B.C. & Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3rd Ed. St. Louis: C.V. Mosby, 1987.
Whaley, L.F. & Wong, D.L. Nursing Care of Infants and Children. 3rd St. Louis: C.V. Mosby Co., 1987.

CONTENT/CONCEPT

16. Caring for clients across the life span with disturbances in the activity/exercise pattern related to hematopoietic dysfunction.

TASK/COMPETENCY

16.4 Evaluate care of the client with fatigue, impaired gas exchange, and altered peripheral tissue perfusion.

PERFORMANCE OBJECTIVE

P.16.4 Given the textbook, other learning resources and a selected real or hypothetical client with a nursing diagnosis of fatigue, impaired gas exchange, and altered peripheral tissue perfusion, evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E16.4.1 Conduct a formative evaluation of the client's progress toward meeting selected objectives, using the measurable outcomes established in the plan of care.
E16.4.2 Conduct a summative evaluation of the client's progress toward meeting the client-centered goal.

CRITERION-REFERENCED MEASURE

C16.4 Given the textbook, other learning resources and a selected real or hypothetical client with a nursing diagnosis of fatigue, impaired gas exchange, and altered peripheral tissue perfusion, evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assist students in conducting a formative evaluation of clients' progress toward meeting objectives (E16.4.1).
2. Assist students in conducting a summative evaluation of clients' progress toward meeting client-centered goal (E16.4.2).

SELECTED TOOLS AND MATERIALS

Textbook
Instructor-made transparencies
Appropriate handouts
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Brunner, L.S. and Suddarth, D.S. Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J.B. Lippincott Co., 1988.

CONTENT/CONCEPT

16. Caring for clients across the life span with disturbances in the activity/exercise pattern related to hematopoietic dysfunction.

16.5 Use the nursing process to provide care for a selected client with iron deficiency anemia.

PERFORMANCE OBJECTIVE

P.16.5 Given a selected real or hypothetical client with iron deficiency, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E16.5.1 Describe the epidemiology/etiology of iron deficiency anemia.

E16.5.2 Describe the clinical manifestations of the client with iron deficiency anemia, including underlying pathophysiology.

E16.5.3 Discuss the medical management of the client, including relevant diagnostic tests, pharacotherapy, diet therapy, and other medically-derived regimens.

E16.5.4 Describe the nursing role for each of the medically-derived treatment modalities.

E16.5.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowlege deficit, altered nutrition, less than body requirements, fatigue, altered peripheral tissue perfusion, altered gas exchange, impaired skin integrity, tactile sensory/perceptual alteration, potential for injury, self care deficit, bathing/hygiene, dressing/grooming, and potential for infection.

E16.5.6 Implement intervention strategies for each associated nursing diagnosis.

E16.5.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C16.5 Use the nursing process to provide care for a selected client with iron deficiency anemia. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of iron deficiency anemia (E16.5.1).
2. Discuss signs and symptoms of iron deficiency anemia, explaining and reveiwing pathophysiology (E16.5.2).
3. Discuss medical management of the client with iron deficiency anemia (E16.5.3).
4. Have students describe the role of the nurse related to each treatment modality (E16.5.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E16.5.5, E16.5.6, E16.5.7).

SELECTED TOOLS AND MATERIALS

Textbook
Instructor-made transparencies
Appropriate handouts
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Phipps, W.J., Long, B.C. and Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3rd Ed. St. Louis: C.V. Mosby. 1987.

CONTENT/CONCEPT

16. Caring for clients across the life span with disturbances in the activity/exercise pattern related to hematopoietic dysfunction.

TASK/COMPETENCY

16.6 Use the nursing process to provide care for a selected client with sickle cell anemia.

PERFORMANCE OBJECTIVE

P.16.6 Given a selected real or hypothetical client with sickle cell anemia, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E16.6.1 Describe the epidemiology/etiology of sickle cell anemia.
E16.6.2 Describe the clinical manifestations of the client with sickle cell anemia, including underlying pathophysiology.
E16.6.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.
E16.6.4 Describe the nursing role for each of the medically-derived treatment modalities.
E16.6.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: Knowledge deficit, activity intolerance, fatigue, potential for infection, pain, altered nutrition, less than body requirements, impaired gas exchange, altered peripheral tissue perfusion, tactile sensory/perceptual alteration, impaired skin integrity, impaired mobility, potential for injury, alteration in role performance, disturbance in self-esteem, and anxiety.
E16.6.6 Implement intervention strategies for each associated nursing diagnosis.
E16.6.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C16.6 Use the nursing process to provide care for a selected client with sickle cell anemia. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of sickle cell anemia (E16.6.1).
2. Discuss signs and symptoms of sickle cell anemia, explaining and reviewing pathophysiology (E16.6.2).
3. Discuss medical management of the client with sickle cell anemia (E16.6.3).
4. Have students describe the role of the nurse related to each treatment modality (E16.6.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E16.6.5, E16.6.6, E16.6.7).

SELECTED TOOLS AND MATERIALS

Textbook
Instructor made transparencies
Appropriate handouts
Course syllabus

SELECTED AUDIOVISIUAL MATERIALS

None identified

SELECTED REFERENCES

Marlow, Dorothy & Redding, Barbara. Textbook of Pediatric Nursing, 6th Ed., Philadelphia: W.B. Saunders Company 1988.
Phipps, W.J., Long, B.C. and Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3rd Ed. St. Louis: C.V. Mosby. 1987.
Whaley, L. & Wong, D. Essentials of Pediatric-Nursing, 2nd Ed. St. Louis: C.V. Mosby Co., 1985.

CONTENT/CONCEPT

16. Caring for clients across the life span with disturbances in the activity/exercise pattern related to hematopoietic dysfunction.

TASK/COMPETENCY

16.7 Use the nursing process to provide care for a selected client with pernicious anemia.

PERFORMANCE OBJECTIVE

P.16.7 Given a selected real or hypothetical client with pernicious anemia, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E16.7.1 Describe the epidemiology/etiology of pernicious anemia.
E16.7.2 Describe the clinical manifestations of the client with pernicious anemia, including underlying pathophysiology.
E16.7.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.
E16.7.4 Describe the nursing role for each of the medically-derived treatment modalities.
E16.7.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: Knowledge deficit, activity intolerance, fatigue, potential for infection, pain, altered nutrition, less than body requirements, impaired gas exchange, altered peripheral tissue perfusion, tactile sensory/perceptual alteration, impaired skin integrity, impaired mobility, potential for injury, alteration in role performance, disturbance in self-esteem, and anxiety.
E16.7.6 Implement intervention strategies for each associated nursing diagnosis.
E16.7.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C16.7 Use the nursing process to provide care for a selected client with pernicious anemia. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of pernicious anemia (E16.7.1).
2. Discuss signs and symptoms of pernicious anemia, explaining and reviewing pathophysiology (E16.7.2).
3. Discuss medical management of the client with pernicious anemia (E16.7.3).
4. Have students describe the role of the nurse related to each treatment modality (E16.7.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E16.7.5, E16.7.6, E16.7.7).

SELECTED TOOLS AND MATERIALS

Textbooks
Instructor-made transparencies
Appropriate handouts
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Luckman, & Sorensen. Medical Surgical Nursing, 3rd Ed. Philadelphia: W.B. Saunders Co. 1987.
Phipps, W.J., Long, B.C. and Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3rd Ed. St. Louis: C.V. Mosby. 1987.

CONTENT/CONCEPT

16. Caring for clients across the life span with disturbances in the activity/exercise pattern related to hematopoietic dysfunction.

TASK/COMPETENCY

16.8 Use the nursing process to provide care for a selected client with leukemia.

PERFORMANCE OBJECTIVE

P.16.8 Given a selected real or hypothetical client with leukemia, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E16.8.1 Describe the epidemiology/etiology of leukemia.
E16.8.2 Describe the clinical manifestations of the client with leukemia, including underlying pathophysiology.
E16.8.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.
E16.8.4 Describe the nursing role for each of the medically-derived treatment modalities.
E16.8.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: Knowledge deficit, activity intolerance, fatigue, potential for infection, pain, altered nutrition, less than body requirements, impaired gas exchange, altered peripheral tissue perfusion, tactile sensory/perceptual alteration, impaired skin integrity, impaired mobility, potential for injury, alteration in role performance, disturbance in self-esteem, and anxiety.
E16.8.6 Implement intervention strategies for each associated nursing diagnosis.
E16.8.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C16.8 Use the nursing process to provide care a selected client with leukemia. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of leukemia (E16.8.1).
2. Discuss signs and symptoms of leukemia, explaining and reviewing pathophysiology (E16.8.2).
3. Discuss medical management of the client with leukemia (E16.8.3).
4. Have students describe the role of the nurse related to each treatment modality (E16.8.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E16.8.5, E16.8.6, E16.8.7).

SELECTED TOOLS AND MATERIALS

Textbook
Instructor-made transparencies
Appropriate handouts
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Brunner, L.S. and Suddarth, D.S. Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia: J.B. Lippincott Co., 1988.
Konradi, Donn, RN, MS & Stokert, Patricia, RN, MS. "A Close-up Look at Leukemia," Nursing 89, June, pp. 34-42.
Simonson, Gail. "Caring for Patients with Acute Myelocytic Leukemia." AJN, March, 1988, p. 304-309.
Whaley, L.F. & Wong, D.L. Nursing Care of Infants and Children. 3rd Ed., St. Louis: C.V. Mosby C., 1987.

CONTENT/CONCEPT

16. Caring for clients across the life span with disturbances in the activity/exercise pattern related to hematopoietic dysfunction.

TASK/COMPETENCY

16.9 Use the nursing process to provide care for a selected client with Hodgkins Disease.

PERFORMANCE OBJECTIVE

P.16.9 Given a selected real or hypothetical client with Hodgkins Disease, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E16.9.1 Describe the epidemiology/etiology of Hodgkins Disease.
E16.9.2 Describe the clinical manifestations of the client with Hodgkins Disease, including underlying pathophysiology.
E16.9.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.
E16.9.4 Describe the nursing role for each of the medically-derived treatment modalities.
E16.9.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: Knowledge deficit, activity intolerance, fatigue, potential for infection, pain, altered nutrition, less than body requirements, impaired gas exchange, altered peripheral tissue perfusion, tactile sensory/perceptual alteration, impaired skin integrity, impaired mobility, potential for injury, alteration in role performance, disturbance in self-esteem, and anxiety.
E16.9.6 Implement intervention strategies for each associated nursing diagnosis.
E16.9.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C16.9 Use the nursing process to provide care for a selected client with Hodgkins Disease. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of Hodgkins Disease (E16.9.1).
2. Discuss signs and symptoms of Hodgkins Disease, explaining and reviewing pathophysiology (E16.9.2).
3. Discuss medical management of the client with Hodgkins Disease (E16.9.3).
4. Have students describe the role of the nurse related to each treatment modality (E16.9.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E16.9.5, E16.9.6, E16.9.7).

SELECTED TOOLS AND MATERIALS

Textbooks
Instructor-made transparencies
Appropriate handouts
Course syllabus

SELECTED AUDIOVISUAL MATERIALS

None Identified

SELECTED REFERENCES

Brunner L.S., & Suddarth, D.S. Textbook of Medical Surgical Nursing, 6th Ed. Philadelphia; J.B. Lippincott C., 1988.

Luckman & Sorensen. Medical Surgical Nursing, 3rd Ed. Philadelphia; W.B. Saunders Co., 1987.

Phipps, W.J., Long, B.C. & Woods, N.F. Eds. Medical Surgical Nursing: Concepts and Clinical Practice. 3rd Ed. St. Louis: C.V. Mosby, 1987.

NURSING ARTICULATION - UNIT XVII

PROPOSED CONTENT/CONCEPT AREA

17. Caring for clients across the life span with disturbances in the self-perception/self-concept pattern related to disorders of the reproductive system

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TASK/COMPETENCIES

17.1 Assess the client for the defining characteristics and etiological factors of fear, anxiety, hopelessness and/or body image disturbance

17.2 Plan care for the client with fear, anxiety, hopelessness and/or body image disturbance

17.3 Implement care for the client with fear, anxiety, hopelessness and/or body image disturbance

17.4 Evaluate care of the client with fear, anxiety, hopelessness and/or body image disturbance

17.5 Use the nursing process to provide care for the client with cryptorchidism (undescended testis)

17.6 Use the nursing process to provide care for a selected client with cancer of the testis/prostate

17.7 Use the nursing process to provide care for a selected client with a sexually transmitted disease: gonorrhea/chlamydia/acquired immune deficiency syndrome/syphilis

17.8 Use the nursing process to provide care for a selected client with cancer of the breast

17.9 Use the nursing process to provide care for a selected client with cancer of the cervix/ovaries/endometrium

CONTENT/CONCEPT

17. Caring for clients across the life span with disturbances in the self-perception/self-concept pattern related to disorders of the reproductive system.

TASK/COMPETENCIES

17.1 Assess the client for the defining characteristics and etiological factors of fear, anxiety, hopelessness and/or body image disturbance.

PERFORMANCE OBJECTIVE

P.17.1 Given textbook and related learning resources, assess the client for the defining characteristics and etiological factors of fear, anxiety, hopelessness and/or body image disturbance. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E17.1.1 Review the concepts of stress, loss, grieving, coping, adaptation, and the anatomy and physiology of the reproductive system.

E17.1.2 Interview a client and/or significant other(s) to obtain client information related to current or past problems of the reproductive system, the presence of risk factors, and the client's/significant others' response(s) to the disorder.

E17.1.3 Explain the physiological and psychological bases for subjective and objective data related to fear, anxiety, hopelessness and/or body image disturbance.

E17.1.4 Assess the client and/or significant other(s) for the following: feelings of dread, fright, apprehension; behaviors indicative of avoidance, narrow focus, attention deficit, apathy, control, decreased problem-solving/decision-making capabilities, grieving knowledge deficit; and for physiological symptoms.

E17.1.5 Compare assessment findings to baseline symptoms.

CRITERION-REFERENCED MEASURE

C17.1 Assess the client for the defining characteristics and etiological factors of fear, anxiety, hopelessness and/or body image disturbance. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTION ACTIVITIES

1. Use pre-test to evaluate students' knowledge of stress, loss, grieving, coping, adaptation; and the anatomy and physiology of the reproductive system (E.17.1.1)
2. Discuss pertinent questions to be asked in obtaining information on health history (E.17.1.2)
3. Evaluate students' nursing histories relative to the client's psychological and physiological responses to a disorder of the reproductive system (E.17.1.2)
4. In lecture/discussion format, explain the psychological and physiological bases for data related to fear, anxiety, hopelessness, and body image disturbance (E.17.1.3).
5. Demonstrate use of communication skills in assessing the meaning of the reproductive disorder for the client and significant others (E.17.1.4).
6. Demonstrate use of communication skills in assessing the client's and/or significant others' usual reactions to problems and feelings about himself/themselves (E.17.1.4).
7. Provide materials for practice interviews with classmates using role play (E.17.2, E.17.1.4).
8. Demonstrate techniques of breast and testicular palpation for client's across the life span (E.17.1.4)
9. Supervise student practice of breast and testicular palpation (E.17.1.4).
10. In the clinical setting, supervise nursing care provided by student when assigned to a client with a disorder of the reproductive system (E.17.1.2, E.17.1.5).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing process care plan forms
Course syllabus
Handouts: "Suggestions to Nurses for Helping the Patient Talk,"
"Principles of Interviewing,"
"How to Obtain a Nursing History,"
"Client's chart and/or simulated materials

SELECTED AUDIOVISUAL MATERIALS

Computer assisted instruction on therapeutic communication: Clinical Simulations in Nursing, Psychiatric Nursing Simulations I: A Patient with Pain and Anxiety. Med-Sim, 1987.

Computer assisted instruction: The Human System: Series 3. The Reproductive System. Focus Media, 1986.

Transparencies of the anatomy of the reproductive system and the stress response.

SELECTED REFERENCES

Brunner, L. & Suddarth, Doris. "Textbook of Medical Surgical Nursing. 6th Ed. Philadelphia: J.B. Lippincott, 1988.

Carlson, Carolyn E. "Loss" in C.E. Carlson and B. Blackwell, "Behavioral Concepts and Nursing Intervention." Philadelphia: J.B. Lippincott, 1978, pp. 72-86

Carpenito, Lynda J. "Nursing Diagnosis: Application to Clinical Practice." 3rd Ed. Philadelphia: J.B. Lippincott, 1989.

Long, Barbara, & Phipps, Wilma. "Medical Surgical Nursing: A Nursing Process Approach, 2nd Ed. St. Louis, Mo.: C.V. Mosby Co., 1989.

Mereness, D.A. & C.M. Taylor. "Essentials of Psychiatric Nursing." St. Louis: C.V. Mosby, 1986.

Morris, Catherine M. "Body Image," in Carolyn E. Carlson and Betty Blackwell, "Behavioral Concepts and Nursing Intervention. Philadelphia: Lippincott, 1978, pp. 72-86.

Servonsky, J. & Opas S.R. "Nursing Management of Children." 1st Ed. Boston: Jones and Bartlett, 1987.

Weber, Janet. Nurses' Handbook of Health Assessment." Philadelphia: J.B. Lippincott, 1988.

CONTENT/CONCEPT

17. Caring for clients across the life span with disturbances in the self-perception/self-concept pattern related to disorders of the reproductive system.

TASK/COMPETENCY

17.2 Plan care for the client with fear, anxiety, hopelessness and/or body image disturbance.

PERFORMANCE OBJECTIVE

P.17.2 Given the textbook, related learning resources and a real or hypothetical client with nursing diagnosis of ^F2^, plan care for the client. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E17.2.1 Establish nursing diagnoses.
E17.2.2 Establish client-centered goals.
E17.2.3 Develop 3-6 selected measurable objectives to achieve client-centered goals.
E17.2.4 Write nursing orders to achieve each objective.
E17.2.5 Explain the rationale for each order.

CRITERION-REFERENCED MEASURE

C17.2 Plan care for the client with fear, anxiety, hopelessness and/or body image disturbance. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. **Assist students in prioritizing nursing diagnoses selected from NANDA listing (E.17.2.1)**
2. **Assist students in collaborating with clients to establish client-centered goals (E.17.2.2)**
3. **Assist students in writing client-centered goals for selected nursing diagnoses (E.17.2.2)**
4. **Assist students in writing measurable objectives to achieve client-centered goals (E.17.2.3).**
5. **Assist students in prioritizing selected objectives to achieve client-centered goals (E.17.2.2, E.17.2.3).**
6. **Assist students in determining nursing orders needed to achieve each objective (E.17.2.4).**
7. Facilitate classroom discussion of rationales for nursing orders (E.17.2.5).
8. **In the clinical setting, supervise nursing care provided by student when assigned to a client with a disorder of the reproductive system (E.17.2.1, E.17.2.2, E.17.2.3, E.17.2.4).**

SELECTED TOOLS AND MATERIALS

Textbook
Nursing process care plan forms
Client teaching plan forms
Course syllabus
Handout: "Guide to Writing a Nursing Care Plan."
"Client Teaching in the Affective Domain."
Client's chart and/or simulated materials.

SELECTED AUDIOVISUAL MATERIALS

Computer Assisted Instruction:

"Nursing Intervention for the Client with Anxiety." Nurse Comps, 1989.

SELECTED REFERENCES

Brunner, L. & Suddarth, Doris. "Textbook of Medical Surgical Nursing. 6th Ed. Philadelphia: J.B. Lippincott, 1988.

Carlson, Carolyn E. "Loss" in C.E. Carlson and B. Blackwell, "Behavioral Concepts and Nursing Intervention." Philadelphia: J.B. Lippincott, 1978, pp. 72-86

Carpenito, Lynda J. "Nursing Diagnosis: Application to Clinical Practice." 3rd Ed. Philadelphia: J.B. Lippincott, 1989.

Long, Barbara, & Phipps, Wilma. "Medical Surgical Nursing: A Nursing Process Approach, 2nd Ed. St. Louis, Mo.: C.V. Mosby Co., 1989.

Mereness, D.A. & C.M. Taylor. "Essentials of Psychiatric Nursing." St. Louis: C.V. Mosby, 1986.

Morris, Catherine M. "Body Image," in Carolyn E. Carlson and Betty Blackwell, "Behavioral Concepts and Nursing Intervention. Philadelphia: Lippincott, 1978, pp. 72-86.

Servonsky, J. & Opas S.R. "Nursing Management of Children." 1st Ed. Boston: Jones and Bartlett, 1987.

Weber, Janet. Nurses' Handbook of Health Assessment." Philadelphia: J.B. Lippincott, 1988.

CONTENT/CONCEPT

17. Caring for clients across the life span with disturbances in the self-perception/self-concept pattern related to disorders of the reproductive system.

TASK/COMPETENCY

17.3 Implement care for the client with fear, anxiety, hopelessness and/or body image disturbance.

PERFORMANCE OBJECTIVE

P.17.3 Given the textbook, other learning resources and a selected real or hypothetical client with a nursing diagnosis of ^F2^, implement intervention strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E17.3.1 Discuss rationale for nursing actions.
E17.3.2 Prioritize nursing actions.
E17.3.3 Implement nursing actions designed to achieve each objective.
E17.3.4 Document care given to a client.
E17.3.5 Communicate pertinent information to other members of the health team.

CRITERION-REFERENCED

C17.3 Implement intervention strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. In the clinical setting, solicit student explanations for nursing actions related to specific objectives (E.17.3.1).
2. Assist students in prioritizing interventions selected to achieve each planned goal/objective (E.17.3.2).
3. Review guidelines for charting (E.17.3.4).
4. Review reporting policies for institution where care will be given (E.17.3.5).
5. Facilitate small group discussion of care of clients with disturbances in the self-perception/self-concept pattern (E.17.3.1, E.17.3.2, E.17.3.3, E.17.3.4, E.17.3.5).
6. In the clinical setting, supervise nursing care provided by student when assigned to a client with a disorder of the reproductive system (E.17.3.2, E.17.3.3, E.17.3.4, E.17.3.5).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing process care plan forms
Client teaching plan forms
Course syllabus
Client's chart and/or simulated materials

SELECTED AUDIOVISUAL MATERIALS

Computer Assisted Instruction:

Documentation-Doing the "Write" thing. Computerized Educational Systems, 1989.

SELECTED REFERENCES

Brunner, L. & Suddarth, Doris. "Textbook of Medical Surgical Nursing. 6th Ed. Philadelphia: J.B. Lippincott, 1988.

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CONTENT/CONCEPT

17. Caring for clients across the life span with disturbances in the self-perception/self-concept pattern related to disorders of the reproductive system.

TASK/COMPETENCY

17.4 Evaluate care of the client with fear, anxiety, hopelessness and/or body image disturbance.

PERFORMANCE OBJECTIVE

P.17.4 Given the textbook, other learning resources and a selected real or hypothetical client with a nursing diagnosis of ^F2^, evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E17.4.1 Conduct a formative evaluation of the client's progress toward meeting selected objectives, using measurable outcomes established in the plan of care.
E17.4.2 Conduct a summative evaluation of the client's progress toward meeting the client-centered goal.
E17.4.3 Provide written summative and formative evaluations of assigned client's progress toward meeting goals.
E17.4.4 Review and revise client's nursing care plan.

CRITERION-REFERENCED MEASURE

C17.4 Evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Facilitate discussion of the differences between formative and summative evaluations (E.17.4.1, E.17.4.2).

2. Assist students in conducting a formative evaluation of a real/hypothetical client's progress toward meeting objectives (E.17.4.1).

3. Assist students in conducting a summative evaluation of a real/hypothetical client's progress toward meeting objective (E.17.4.2).

4. Assist students in determining alterative strategies for care of objectives are not being met (E.17.4.1, E.17.4.2, E.17.4.3, E.17.4.4).

5. Discuss review guidelines for alteration of the nursing care plan (E.17.4.4).

6. Facilitate small group evaluation of a real or hypothetical client with fear, anxiety, hopelessness and/or body image disturbance (E.17.4.1, E.17.4.2, E.17.4.3, E.17.4.4)

7. In the clinical setting, supervise nursing care provided by students when assigned to a client with a disorder of the reproductive system (E.17.4.3).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing process care plan forms
Client teaching plan forms
Course syllabus
Client's chart and/or simulated materials

SELECTED AUDIOVISUAL MATERIALS

Computer assisted instruction:

"Effective Staff Communications." Computerized Educational Systems, 1988.

SELECTED REFERENCES

Brunner, L. & Suddarth, Doris. "Textbook of Medical Surgical Nursing. 6th Ed. Philadelphia: J.B. Lippincott, 1988.

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Weber, Janet. Nurses' Handbook of Health Assessment." Philadelphia: J.B. Lippincott, 1988.

CONTENT/CONCEPT

17. Caring for clients across the life span with disturbances in the self-perception/self-concept pattern related to disorders of the reproductive system.

TASK/COMPETENCY

17.5 Use the nursing process to provide care for the client with cryptorchidism (undescended testis).

PERFORMANCE OBJECTIVE

P.17.5 Given a selected real or hypothetical client with cryptorchidism (undescended testis), use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E17.5.1 Describe the epidemiology/etiology of cryptorchidism (undescended testis).

E17.5.2 Describe the clinical manifestations of the client with cryptorchidism (undescended testis), including underlying pathophysiology.

E17.5.3 Discuss the medical management of the client, including relevant assessments/diagnostics, play therapy, pre and post-operative care, pharmacotherapy, complications, client teaching (long-term follow-up, testicular self examination), and other medically-derived regimens.

E17.5.4 Describe the nursing role for each of the medically-derived treatment modalities.

E17.5.5 Assess the client and or significant other for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: fear; anxiety; body image disturbance; pain; injury, potential for; fluid volume deficit, knowledge, deficit; potential for infection.

E17.5.6 Plan intervention strategies for each associated nursing diagnosis.

E17.5.7 Implement intervention strategies for each associated nursing diagnosis.

E17.5.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C17.5 Use the nursing process to provide care for the client with cryptorchidism. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of cryptorchidism (undescended testis) (E.17.5.1).

2. Discuss signs and symptoms of cryptorchidism (undescended testis), explaining and reviewing pathophysiology (E.17.5.2).

3. Discuss medical/surgical management of the client with cryptorchidism (undescended testis) (E.17.5.3).

4. Discuss the nursing role for each of the medically/surgically derived modalities (E.17.3.3, E.17.3.4).

6. Assist student in developing plan for teaching scrotal self-examination techniques to client and/or significant other (E.17.5.3, E.17.5.4, E.17.5.5, E.17.5.6, E.17.5.7, E.17.5.8)

7. Assist the student in developing a pre/post-operative play therapy plan to alleviate the client's fears of castration and of being different (E.17.5.3, E.17.5.4, E.17.5.5, E.17.5.6, E.17.5.7, E.17.5.8).

8. Supervise student implementation of play therapy plan (E.17.5.3, E.17.5.4).

9. Assist the student in developing a plan for teaching long-term follow-up care to the client and/or significant other following surgery for undescended testis (E.17.5.3, E.17.5.4, E.17.5.5, E.17.5.6, E.17.5.7, E.17.5.8).

10. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E.17.5.5, E.17.5.6, E.17.5.7).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing process care plan forms
Client teaching plan forms
Course syllabus
Client's chart and/or simulated materials
Anatomical dolls/pre-op play box

SELECTED AUDIOVISUAL MATERIALS

Transparencies: "A and P of the male reproductive tract: child < 1 yr. old."
"A and P of the adult male reproductive tract."

SELECTED REFERENCES

Mott, Sandra, Susan James, et al. "Nursing Care of Children and Families." 2nd Ed. Menlo-Park, CA: Addison-Wesley, 1990.

Servonsky J. & Opas, S.R. "Nursing Management of Children, 1st Ed. Boston: Jones and Bartlett, 1987.

CONTENT/CONCEPT

17. Caring for clients across the life span with disturbances in the self-perception/self-concept pattern related to disorders of the reproductive system.

TASK/COMPETENCY

17.6 Use the nursing process to provide care for a selected client with cancer of the testis/prostate.

PERFORMANCE OBJECTIVE

P.17.6 Given a selected real or hypothetical client with testis/prostate, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E17.6.1 Describe the epidemiology/etiology of testis/prostate.
E17.6.2 Describe the clinical manifestations of the client with testis/prostate, including underlying pathophysiology.
E17.6.3 Discuss the medical management of the client, including relevant assessments/diagnostics, play therapy, pre and post-operative care, pharmacotherapy, complications, client teaching (long-term follow-up, testicular self examination), and other medically-derived regimens.
E17.6.4 Describe the nursing role for each of the medically-derived treatment modalities.
E17.6.5 Assess the client and or significant other for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: fear; anxiety; body image disturbance; pain; injury, potential for; fluid volume deficit, knowledge, deficit; potential for infection.
E17.6.6 Plan intervention strategies for each associated nursing diagnosis.
E17.6.7 Implement intervention strategies for each associated nursing diagnosis.
E17.6.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C17.6 Use the nursing process to provide care for a selected client with testicular/prostatic carcinoma. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of testis/prostate (E.17.6.1).

2. Discuss signs and symptoms of testis/prostate, explaining and reviewing pathophysiology (E.17.6.2).

3. Discuss medical/surgical management of the client with testis/prostate (E.17.6.3).

4. Discuss the nursing role for each of the medically/surgically derived modalities (E.17.6.3, E.17.6.4).

5. Demonstrate the technique of testicular examination for selected the client with cancer of the testis/prostate (E.17.6.3, E.17.6.4, E.17.6.6, E.17.6.7).

6. Supervise student performance of testicular examination on selected client with cancer of the testis/prostate (E.17.6.3, E.17.6.4, E.17.6.6, E.17.6.7).

7. Assist the student in developing a plan for teaching testicular self examination, community supports, testicular/prostatic cancer (E.17.6.3, E.17.6.4, E.17.6.5, E.17.6.6, E.17.6.7, E.17.6.8).

8. Discuss the postoperative assessment of venous as opposed to arterial bleeding and of edema formation (E.17.6.3, E.17.6.4).

9. Demonstrate technique of urethral catheter irrigation (E.17.6.3, E.17.6.4).

10. Supervise student performance of urethral catheter irrigation (E.17.6.3, E.17.6.4).

11. Assist student in developing a plan for teaching perineal exercises to the client post-op prostatectomy (E.17.6.3, E.17.6.4, E.17.6.5, E.17.6.6, E.17.6.7, E.17.6.8).

12. Facilitate small group discussion of the grieving process as applied to selected client (E.17.6.3, E.17.6.4, E.17.6.5, E.17.6.6, E.17.6.7, E.17.6.8).

13. Assist the student in developing a stress management plan for a prostatic/testicular cancer client and/or significant other with fears of sterility, impotence/incontinence/perceived loss, anticipated loss and/or death (E.17.6.3, E.17.6.4).

14. Assist student in collaborating with client to maintain client's independence and control over client's physical care (E.17.6.5, E.17.6.6, E.17.6.7, E.17.6.8).

15. Assign selected clients in clinical area with associated nursing diagnoses. Have students complete care plans (E.17.6.5, E.17.6.6, E.17.6.7, E.17.6.8).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing process care plan forms
Client teaching plan forms
Course syllabus
Client's chart and/or simulated materials
On-campus laboratory

SELECTED AUDIOVISUAL MATERIALS

Transparency showing proximity of prostate/urethra/testis
Computer assisted instruction:
"Death: A Personal Encounter." ACIT Instructional Technology, 1989.
"Managing the Side Effects of Chemotherapy." Computerized Educational Systems, 1989.

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Peterson H. "When Your Patient has a Scrotal Problem." Patient Care 19(1): 50-4, 65-5, 69-71.

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Shaw, Linda M. "A Teaching Plan for TURP." AORN Journal 33(2): 240-45, Feb. 1981.

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CONTENT/CONCEPT

17. Caring for clients across the life span with disturbances in the self-perception/self-concept pattern related to disorders of the reproductive system.

TASK/COMPETENCY

17.7 Use the nursing process to provide care for a selected client with a sexually transmitted disease: gonorrhea/chlamydia/acquired immune deficiency syndrome/syphilis.

PERFORMANCE OBJECTIVE

P.17.7 Given a selected real or hypothetical client with gonorrhea/chlamydia/acquired immune deficiency syndrome/syphilis, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E17.7.1 Describe the epidemiology/etiology of gonorrhea/chlamydia/acquired immune deficiency syndrome/syphilis.
E17.7.2 Describe the clinical manifestations of the client with gonorrhea/chlamydia/acquired immune deficiency syndrome/syphilis, including underlying pathophysiology.
E17.7.3 Discuss the medical management of the client, including relevant assessments/diagnostics, play therapy, pre and post-operative care, pharmacotherapy, complications, client teaching (long-term follow-up, testicular self examination), and other medically-derived regimens.
E17.7.4 Describe the nursing role for each of the medically-derived treatment modalities.
E17.7.5 Assess the client and or significant other for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: fear; anxiety; body image disturbance; pain; injury, potential for; fluid volume deficit, knowledge, deficit; potential for infection.
E17.7.6 Plan intervention strategies for each associated nursing diagnosis.
E17.7.7 Implement intervention strategies for each associated nursing diagnosis.
E17.7.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C17.7 Use the nursing process to provide care for a selected client with a sexually transmitted disease. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of gonorrhea/chlamydia/acquired immune deficiency syndrome/syphilis (E.17.7.1).

2. Discuss the clinical manifestations of the client with gonorrhea/chlamydia/acquired immune deficiency syndrome/syphilis (E.17.7.2).

3. Discuss the concept of infection without symptoms (asymptomatic (E.17.7.2).

4. Discuss the medical management of the client (E.17.7.3).

5. Discuss the nursing role for each of the medically derived modalities (E.17.7.3, E.17.7.4).

6. Assist the student in developing a plan for teaching the client and/or significant other early signs and symptoms of infection, available community supports, and techniques that may protect the client from reinfection or opportunistic infection (E.17.7.3, E.17.7.4).

7. Discuss the grieving (E.17.7.3, E.17.7.4).

8. Assist the student in developing a stress management plan for the client with sexually transmitted disease and/or significant others who demonstrate fears of sterility, perceived losses, anticipated losses and/or death (E.17.7.5, E.17.7.6, E.17.7.7, E.17.7.8).

9. Assist student in collaborating with client to maintain client's independence and control over client's physical care (E.17.7.5, E.17.7.6, E.17.7.7, E.17.7.8).

10. Discuss the maintenance of universal precautions for infection control (E.17.7.3, E.17.7.4).

11. Assign selected clients in clinical area with associated nursing diagnoses. Have students complete care plans (E.17.7.5, E.17.7.6, E.17.7.7, E.17.7.8).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing process care plan forms
Client teaching plan forms
Course syllabus
Client's chart and/or simulated materials

SELECTED AUDIOVISUAL MATERIALS

Computer Assisted Instruction:

"Understanding AIDS." Substances Abuse Education, 1989.
"AIDS: the Investigation." Marsh Media, 1987.
"Infectious Syphilis: the Gift that Keeps on Giving." In Community Health Nursing computer Aided Instruction), University of Michigan, 1988.

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Brunner, L. & Suddarth, Doris. "Textbook of Medical Surgical Nursing. 6th Ed. Philadelphia: J.B. Lippincott, 1988.

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Strauss, R. & Glimp, T. "Sexually Transmitted Diseases." Top. Emerg. Med. 7(2): 73-84, 1985

Turner, J. & Williamson, K. "AIDS: A Challenge for Contemporary Nursing Part II: Clinical AIDS." Focus on Critical Care 13(4): 41-50, 1986.

Wolff, PH & Colletti, MA. "AIDS: Getting Past the diagnosis and onto Discharge Planning." Critical Care Nurse 6(4): 76-81, 1986.

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CONTENT/CONCEPT

17. Caring for clients across the life span with disturbances in the self-perception/self-concept pattern related to disorders of the reproductive system.

TASK/COMPETENCY

17.8 Use the nursing process to provide care to a selected client with cancer of the breast.

PERFORMANCE OBJECTIVE

P.17.8 Given a selected real or hypothetical client with cancer of the breast, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E17.8.1 Describe the epidemiology/etiology of cancer of the breast.
E17.8.2 Describe the clinical manifestations of the client with cancer of the breast, including underlying pathophysiology.
E17.8.3 Discuss the medical management of the client, including relevant assessments/diagnostics, play therapy, pre and post-operative care, pharmacotherapy, complications, client teaching (long-term follow-up, testicular self examination), and other medically-derived regimens.
E17.8.4 Describe the nursing role for each of the medically-derived treatment modalities.
E17.8.5 Assess the client and or significant other for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: fear; anxiety; body image disturbance; pain; injury, potential for; fluid volume deficit, knowledge, deficit; potential for infection.
E17.8.6 Plan intervention strategies for each associated nursing diagnosis.
E17.8.7 Implement intervention strategies for each associated nursing diagnosis.
E17.8.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C17.8 Use the nursing process to provide care to a selected client with cancer of the breast. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of cancer of the breast (E.17.8.1).
2. Discuss the clinical manifestations of the client with cancer of the breast, including underlying pathophysiology (E.17.8.2).
3. Discuss medical/surgical management of the client (E.17.8.3).
4. Discuss the nursing role for each of the medically/surgically derived modalities (E.17.8.3, E.17.8.4).
5. Demonstrate the technique of breast examination for selected client with cancer of the breast (E.17.8.3, E.17.8.4).
6. Supervise student performance of breast examination on a selected client with cancer of the breast (E.17.8.3, E.17.8.4, E.17.8.6, E.17.8.7).
7. Assist the student in developing a plan for teaching breast self-examination, the purpose of regular gynecologic exam/mammography, need to avoid trauma to the affected arm, signs and symptoms of infection, arm exercises, and available community supports to a client with breast cancer and/or significant other (E.17.8.3, E.17.8.4, E.17.8.5, E.17.8.6, E.17.8.7, E.17.8.8.).
8. Discuss the postoperative assessment of lymphedema, venous/arterial bleeding (E.17.8.4, E.17.8.5, E.17.8.6, E.17.8.7, E.17.8.8).
9. Facilitate small group discussion of the grieving process as applied to selected client (E.17.8.3, E.17.8.4, E.17.8.5, E.17.8.6, E.17.8.7, E.17.8.8).
10. Assist the student in developing a stress management plan for the breast cancer client and/or significant other with fears of changed appearance and sexuality; perceived loss; anticipated loss; and or death (E.17.8.3, E.17.8.4, E.17.8.5, E.17.8.6, E.17.8.7, E.17.8.8).
11. Assist the student in collaborating with the client and/or significant other to maintain client's independence and control over client's physical care (E.17.8.5, E.17.8.6, E.17.8.7, E.17.8.8).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing process care plan forms
Client teaching plan forms
Course syllabus
Client's chart and/or simulated materials

SELECTED AUDIOVISUAL MATERIALS

Computer Assisted Instruction:

"Death: A Personal Encounter," ACIT Instructional Technology, 1989

Nursing Management of Patients Undergoing Surgery: "Margaret: a 40 year old with breast tumor surgery," Med-Sim, Inc. 1987.

"Cancer of the Female Breast." (in Community Health Nursing computer aided instruction), University of Michigan, 1988.

"Managing the Side Effects of Chemotherapy," (Computerized Educational Systems, 1989.

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Brunner, L. & Suddarth, Doris. "Textbook of Medical Surgical Nursing. 6th Ed. Philadelphia: J.B. Lippincott, 1988.

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CONTENT/CONCEPT

17. Caring for clients across the life span with disturbances in the self-perception/self-concept pattern related to disorders of the reproductive system.

TASK/COMPETENCY

17.9 Use the nursing process to provide care to a selected client with cancer of the cervix/ovaries/endometrium.

PERFORMANCE OBJECTIVE

P.17.9 Given a selected real or hypothetical client with cancer of the cervix/ovaries/endometrium, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E17.9.1 Describe the epidemiology/etiology of cancer of the cervix/ovaries/endometrium.

E17.9.2 Describe the clinical manifestations of the client with cancer of the cervix/ovaries/endometrium, including underlying pathophysiology.

E17.9.3 Discuss the medical management of the client, including relevant assessments/diagnostics, play therapy, pre and post-operative care, pharmacotherapy, complications, client teaching (long-term follow-up, testicular self examination), and other medically-derived regimens.

E17.9.4 Describe the nursing role for each of the medically-derived treatment modalities.

E17.9.5 Assess the client and or significant other for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: fear; anxiety; body image disturbance; pain; injury, potential for; fluid volume deficit, knowledge, deficit; potential for infection.

E17.9.6 Plan intervention strategies for each associated nursing diagnosis.

E17.9.7 Implement intervention strategies for each associated nursing diagnosis.

E17.9.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C17.9 Use the nursing process to provide care to a selected client with cancer of the cervix/ovaries/endometrium. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the epidemiology/etiology of cancer of the cervix/ovaries/endometrium (E.17.9.1).

2. Discuss the clinical manifestations of the client with cancer of the cervix/ovaries/endometrium (E.17.9.2).

3. Discuss medical/surgical management of the client (E.17.9.3.).

4. Discuss the nursing role for each of the medically/surgically derived modalities (E.17.9.3, E.17.9.4).

5. Assist the student in developing a plan for teaching the purpose of regular gynecologic exam/mammography, effects of surgical procedure related to menstruation/child bearing, post-operative restrictions, resumption of sexual intercourse, incisional care, signs and symptoms of infections, self-examination of the breast, and available community supports to a client with cancer of the cervix/ovaries/endometrium and/or significant other (E.17.9.3, E.17.9.4, E.17.9.5, E.17.9.6, E.17.9.7, E.17.9.8).

6. Discuss the post-operative assessment of venous/arterial bleeding, Homan's sign, and abdominal/suprapubic distention (E.17.9.4, E.17.9.5, E.17.9.6, E.17.9.7, E.17.9.8)

7. Facilitate small group discussion of the grieving process as applied to selected client (E.17.9.3, E.17.9.4, E.17.9.5, E.17.9.6, E.17.9.7, E.17.9.8).

8. Assist the student in developing a stress management plan for the cervical/ovarian/endometrial cancer client and/or significant other with fears of changed sexuality; perceived loss; anticipated loss; and/or death (E.17.9.3, E.17.9.4, E.17.9.5, E.17.9.6, E.17.9.7, E.17.9.8).

9. Assist the student in collaborating with the client and/or significant other to maintain client's independence and control over client's physical care (E.17.9.5, E.17.9.6, E.17.9.7, E.17.9.8).

10. Assign selected clients in clinical area with associated nursing diagnoses. Have students complete care plan (E.17.9.5, E.17.9.6, E.17.9.7, E.17.9.8).

SELECTED TOOLS AND MATERIALS

Textbook
Nursing process care plan forms
Client teaching plan forms
Course syllabus
Client's chart and/or simulated materials

SELECTED AUDIOVISUAL MATERIAL

Transparency: "Female Reproductive System"

Computer Assisted Instruction:
"Death: A Personal Encounter," ACIT Instructional Technology, 1989.
"Managing the Side Effects of Chemotherapy," Computerized Educational Systems, 1989.

SELECTED REFERENCES

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Morris, Catherine M. "Body Image," in Carolyn E. Carlson and Betty Blackwell, "Behavioral Concepts and Nursing Intervention. Philadelphia: Lippincott, 1978, pp. 72-86.

Sargis, N. "Detecting Ovarian Cancer: A Challenge for Nursing Assessment." Oncol. Nurs. Forum 10(2): 48-53, 1983.

Seibel, M., Freeman, M. et at. "Carcinoma of the Cervix and Sexual Function." Obstet. Gynecol. 55: 484-87, 1980.

Servonsky, J. & Opas S.R. "Nursing Management of Children." 1st Ed. Boston: Jones and Bartlett, 1987.

Weber, Janet. Nurses' Handbook of Health Assessment." Philadelphia: J.B. Lippincott, 1988.

NURSING ARTICULATION - UNIT XVIII

PROPOSED CONTENT/CONCEPT AREA

18. Caring for clients across the life span with disturbances in elimination and activity/exercise patterns related to renal dysfunction

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TASK/COMPETENCIES

18.1 Assess the client for the defining characteristics and etiological factors of altered patterns of urinary elimination and altered renal tissue perfusion

18.2 Plan care for the client with altered patterns of urinary elimination and altered renal tissue perfusion

18.3 Implement care for the client with altered patterns of urinary elimination and altered renal tissue perfusion

18.4 Evaluate care of the client with altered patterns of urinary elimination and altered renal tissue perfusion

18.5 Use the nursing process to provide care for a selected client with epispadias or hypospadias

18.6 Use the nursing process to provide care for a selected client with benign prostatic hypertrophy

18.7 Use the nursing process to provide care for a selected client with pyelonephritis

18.8 Use the nursing process to provide care for a selected client with glomerulonephritis

18.9 Use the nursing process to provide care for a selected client with nephrotic syndrome

18.10 Use the nursing process to provide care for selected client with cancer of the bladder

18.11 Use the nursing process to provide care for a selected client with acute or chronic renal failure

CONTENT/CONCEPT

18. Caring for clients across the life span with disturbances in elimination and activity/exercise patterns related to renal dysfunction.

TASK/COMPETENCY

18.1 Assess the client for the defining characteristics and etiological factors of altered patterns of urinary elimination and altered renal tissue perfusion.

PERFORMANCE OBJECTIVE

P. 18.1 Given the textbook and related learning resources, assess the client for the defining characteristics and etiological factors of altered patterns of urinary elimination and altered renal tissue perfusion. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

E 18.1.1 Review the anatomy and physiology of the renal system.
E 18.1.2 Interview a client and/or his significant other to obtain information related to current or past urinary/renal problems and the presence of risk factors.
E 18.1.3 Explain the physiological basis for subjective and objective data related to altered patterns of urinary elimination and altered renal tissue perfusion.
E 18.1.4 Palpate the client for bladder distention.

CRITERION-REFERENCED MEASURE

C18.1 Assess the client for the defining characteristics and etiological factors of altered patterns of urinary elimination and altered renal tissue perfusion. Assessment must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Use pre-test to evaluate students' knowledge of anatomy and physiology of the renal system (E18.1.1).
2. Discuss pertinent questions to be asked in obtaining information on the health history (E18.1.2).
3. Evaluate students' nursing histories relative to the renal system (E18.1.2).
4. In lecture/discussion format, explain the physiological basis for data related to altered patterns of urinary elimination and altered renal tissue perfusion (E18.1.3).
5. Demonstrate technique of palpation for bladder distention (E18.1.4).
6. Supervise student practice of bladder palpation (E18.1.4).

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

Malasanos, L. et al. Health Assessment. 3rd Ed., St. Louis: C.V. Mosby, 1985.
Phipps, W.J., Long, B.C. & Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3rd Ed. St. Louis: C.V. Mosby, 1987, pp. 1577-1587.
Servonsky, J. & Opas, S.R. Nursing Management of Children. Boston: Jones and Bartlett, 1987, pp. 626-627.
Wyngaarden, J.B. & Smith, L.H. Cecil Textbook of Medicine. 16th Ed. Philadelphia: W.B. Saunders C., 1982.

CONTENT/CONCEPT

18. Caring for clients across the life span with disturbances in elimination and activity/exercise patterns related to renal dysfunction.

TASK/COMPETENCY

18.2 Plan care for the client with altered patterns of unrinary elimination and altered renal tissue perfusion.

PERFORMANCE OBJECTIVE

P. 18.2 Given the textbook, related learning resources and a real or hypothetical client with altered patterns of urinary elimination and altered renal tissue perfusion, plan care for the client. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVE

E 18.2.1 Establish client-centered goals.
E 18.2.2 Develop 3-6 selected measurable objectives to achieve client-centered goals.
E 18.2.3 Write nursing orders to achieve each objective.
E 18.2.4 Explain the rationale for each order.

CRITERION-REFERENCED MEASURE

C 18.2 Plan care for the client. Planning must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assist students in writing client-centered goals for selected nursing diagnoses (E18.2.1).

2. Assist students in writing measurable objectives to achieve client-centered goals (E18.2.2).

3. Assist students in writing nursing orders for each objective (E18.2.3).

4. Facilitate classroom discussions of rationales for nursing orders (E18.2.4).

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

Carpenito, L.J. Nursing Diagnosis: Application to Clinical Practice. 3rd Ed. Philadelphia: J.B. Lippincott, 1989.

McFarland, G.K. & McFarlane, E.A. Nursing Diagnosis & Intervention. St. Louis: C.V. Mosby, 1989.

CONTENT/CONCEPT

18. Caring for clients across the life span with disturbances in elimination and activity/exercise patterns related to renal dysfunction.

TASK/COMPETENCY

18.3 Implement care for the client with altered patterns of urinary elimination and altered renal tissue perfusion.

PERFORMANCE OBJECTIVE

18.3 Given the textbook, other learning resources and a selected real or hypothetical client with a nursing diagnosis of altered urinary elimination or altered renal tissue perfusion, implement interventation strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 18.3.1 Discuss rationale for nursing actions.
E 18.3.2 Implement nursing actions designed to achieve each objective.

CRITERION-REFERENCED MEASURE

18.3 Implement intervention strategies. Implementation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. In clinical setting, solicit student explanations for nursing actions related to specific objectives (E18.3.1).
2. Supervise student implementation of nursing actions (E18.3.2).

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

Carpenito, L.J. Nursing Diagnosis: Application to Clinical Practice. 3rd Ed. Philadelphia: J.B. Lippincott, 1989.

McFarland, G.K. & McFarlane, E.A. Nursing Diagnosis & Intervention. St. Louis: C.V. Mosby, 1989.

CONTENT/CONCEPT

18. Caring for clients across the life span with disturbances in elimination and activity/exercise patterns related to renal dysfunction.

TASK/COMPETENCY

18.4 Evaluate care of the client with altered patterns of urinary elimination and altered renal tissue perfusion.

PERFORMANCE OBJECTIVE

18.4 Given the textbook, other learning resources and a selected real or hypothetical client with altered patterns of urinary elimination or altered renal tissue perfusion, evaluate the client's response to the nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

18.4.1 Conduct a formative evaluation of the client's progress toward meeting selected objectives, using the measurable outcomes established in the plan of care.
18.4.2 Conduct a summative evaluation of the client's progress toward meeting the client-centered goal.

CRITERION-REFERENCED MEASURE

18.4 Evaluate the client's response to nursing care according to outcome criteria established with the plan of care. Evaluation must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assist students in conducting a formative evaluation of client's progress toward meeting objectives (E18.4.1).
2. Assist students in conducting a summative evaluation of client's progress toward meeting client-centered goal (E18.4.2).

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

Carpenito, L.J. Nursing Diagnosis: Application to Clinical Practice. 3rd Ed. Philadelphia: J.B. Lippincott, 1989.

McFarland, G.K. & McFarlane, E.A. Nursing Diagnosis & Intervention. St. Louis: C.V. Mosby, 1989.

CONTENT/CONCEPT

18. Caring for clients across the life span with disturbances in elimination and activity/exercise patterns related to renal dysfunction.

TASK/COMPETENCY

18.5 Use the nursing process to provide care for a selected client with epispadias or hypospadias.

PERFORMANCE OBJECTIVE

P.18.5 Given a selected real or hypothetical client with epispadias or hypospadias, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E18.5.1 Review the epidemiology/etiology of epispadias or hypospadias.
E18.5.2 Describe the clinical manifestations of the client with epispadias or hypospadias, including underlying pathophysiology.
E18.5.3 Discuss the surgical management of the client, including age-specific preoperative and postoperative nursing care and identification and management of collaborative postoperative problems.
E18.5.4 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: altered patterns of urinary elimination, knowledge deficit, ineffective individual and family coping, alteration in fluid volume, potential for sexual dysfunction.
E18.5.5 Implement intervention strategies for each associated nursing diagnosis.
E18.5.6 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C18.5 Use the nursing process to provide care for a selected client with epispadias or hypospadias. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of epispadias and hypospadias (E18.5.1).
2. Discuss clinical manifestations of the client with epispadias or hypospadias, including underlying pathophysiology (E18.5.2).
3. Discuss surgical management of the client, including age-specific nursing interventions and postoperative collaborative problems (E18.5.3).
4. Assign selected clients in clinical area with associated nursing diagnoses. Have students complete care plan (E18.5.3, E18.5.4, E18.5.5, E18.5.6).

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

Servonsky, J. & Opas, S.R. Nursing Management of Children. Boston: Jones and Bartlett, 1987, pp. 636-638.

CONTENT/CONCEPT

18. Caring for clients across the life span with disturbances in elimination and activity/exercise patterns related to renal dysfunction.

TASK/COMPETENCY

18.6 Use the nursing process to provide care for a selected client with benign prostatic hypertrophy.

PERFORMANCE OBJECTIVE

P.18.6 Given a selected real or hypothetical client with benign prostatic hypertrophy, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E18.6.1 Review the epidemiology/etiology of benign prostatic hypertrophy.
E18.6.2 Describe the clinical manifestations of the client with benign prostatic hypertrophy, including underlying pathophysiology.
E18.6.3 Discuss the surgical management of the client, including age-specific preoperative and postoperative nursing care and identification and management of collaborative postoperative problems.
E18.6.4 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associatednursing diagnoses: alteration in urinary elimination, alterations in comfort, fluid volume alteration, potential excess, potential for injury: infection, urinary incontinence, potential sexual dysfunction, and knowledge deficit.
E18.6.5 Implement intervention strategies for each associated nursing diagnosis.
E18.6.6 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C18.6 Use the nursing process to provide care for a selected client with benign prostatic hypertrophy. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of benign prostatic hypertrophy (E18.6.1).
2. Discuss clinical manifestations of the client with benign prostatic hypertrophy, including underlying pathophysiology (E18.6.2).
3. Discuss surgical management of the client, including nursing interventions nad postoperative collaborative problems (E18.6.3)
4. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E18.6.3, E18.6.4, E18.6.5, E18.6.6).

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

Simulated Patient Encounters in Medical-Surgical Nursing "Patients Who Need Help with Urinary Elimination," Encounter 3; Mr. Migo, a Gentleman with Benign Prostatic Hypertrophy. Philadelphia: J.B. Lippincott, 1985.

Transurethral Resection of the Prostate. Medcom/Trainex, 1982.

SELECTED REFERENCES

Phipps, W.J., Long, B.C. & Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3rd Ed. St. Louis: C.V. Mosby, 1987, pp. 1617-1621.

CONTENT/CONCEPT

18. Caring for clients across the life span with disturbances in elimination and activity/exercise patterns related to renal dysfunction.

TASK/COMPETENCY

18.7 Use the nursing process to provide care for a selected client with pyelonephritis.

PERFORMANCE OBJECTIVE

P.18.7 Given a selected real or hypothetical client with pyelonephritis, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E18.7.1 Review the epidemiology/etiology of pyelonephritis.

E18.7.2 Describe the clinical manifestations of the client with pyelonephritis, including underlying pathophysiology.

E18.7.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E18.7.4 Describe the nursing role for each of the medically-derived treatment modalities.

E18.7.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: altered pattern of urinary elimination, alteration in fluid volume (excess), alteration in nutrition (less than body requirement), and knowledge deficit, and anxiety.

E18.7.6 Implement intervention strategies for each associated nursing diagnosis.

E18.7.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C18.7 Use the nursing process to provide care for a selected client with pyelonephritis. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of pyelonephritis (E18.7.1).
2. Discuss clinical manifestations of the client with pyelonephritis, including underlying pathophysiology (E18.7.2).
3. Discuss medical management of the client (E18.7.3).
4. Have students describe the role of the nurse related to each treatment modality (E18.7.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E18.7.4, E18.7.5, E18.7.6, E18.7.7).

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

Phipps, W.J., Long, B.C. & Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3rd Ed. St. Louis: C.V. Mosby, 1987, pp. 1606-1608.

Servonsky, J. & Opas, S.R. Nursing Management of Children. Boston: Jones and Bartlett, 1987, pp. 643-650.

CONTENT/CONCEPT

18. Caring for clients across the life span with disturbances in elimination and activity/exercise patterns related to renal dysfunction.

TASK/COMPETENCY

18.8 Use the nursing process to provide care for a selected client with glomerulonephritis.

PERFORMANCE OBJECTIVE

P.18.8 Given a selected real or hypothetical client with glomerulonephritis, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E18.8.1 Review the epidemiology/etiology of glomerulonephritis.

E18.8.2 Describe the clinical manifestations of the client with glomerulonephritis, including underlying pathophysiology.

E18.8.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E18.8.4 Describe the nursing role for each of the medically-derived treatment modalities.

E18.8.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: alteration in nutrition (less than body requirement), alteration in fluid volume (excess), knowledge deficit and body image disturbance.

E18.8.6 Implement intervention strategies for each associated nursing diagnosis.

E18.8.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C18.8 Use the nursing process to provide care for a selected client with glomerulonephritis. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of glomerulonephritis (E18.8.1).
2. Discuss clinical manifestations of the client with glomerulonephritis, including underlying pathophysiology (E18.8.2).
3. Discuss medical management of the client (E18.8.3).
4. Have students describe the role of the nurse related to each treatment modality (E18.8.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E18.8.4, E18.8.5, E18.8.6, E18.8.7).

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

Simulated Patient Encounters in Medical-Surgical Nursing
"Patients Who Need Help with Urinary Elimination," Encounter 4; Mrs. Mandy, A Lady with Chronic Glomerulonephritis. Philadelphia: J.B. Lippincott, 1985.

SELECTED REFERENCES

Phipps, W.J., Long, B.C. & Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3rd Ed. St. Louis: C.V. Mosby, 1987, pp. 1601-1604.

Servonsky, J. & Opas, S.R. Nursing Management of Children. Boston: Jones and Bartlett, 1987, pp. 664-667.

CONTENT/CONCEPT

18. Caring for clients across the life span with disturbances in elimination and activity/exercise patterns related to renal dysfunction.

TASK/COMPETENCY

18.9 Use the nursing process to provide care for a selected client with nephrotic syndrome.

PERFORMANCE OBJECTIVE

P.18.9 Given a selected real or hypothetical client with neprotic syndrome, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 18.9.1 Review the epidemiology/etiology of neprotic syndrome.
E 18.9.2 Describe the clinical manifestations of the client with neprotic syndrome, including underlying pathophysiology.
E 18.9.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.
E 18.9.4 Describe the nursing role for each of the medically-derived treatment modalities.
E 18.9.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: alteration in comfort, ineffective breathing pattern, impairment of skin integrity: potential, alteration in fluid volume (excess), alteration in nutrition, (less than body requirements), potential for injury: infection, knowledge deficit, body image disturbance, anxiety and social isolation.
E 18.9.6 Implement intervention strategies for each associated nursing diagnosis.
E 18.9.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C18.9 Use the nursing process to provide care for a selected client with nephrotic syndrome. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of nephrotic syndrome (E18.9.1).
2. Discuss clinical manifestations of the client with nephrotic syndrome, including underlying pathophysiology (E18.9.2).
3. Discuss medical management of the client (E18.9.3).
4. Have students describe the role of the nurse related to each treatment modality (E18.9.4)
5. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E18.9.4, E18.9.5, E18.9.6, E18.9.7).

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

Simulated Patient Encounters in Medical-Surgical Nursing
"Patients Who Need Help with Urinary Elimination," Encounter 2; Hazel, a Six-Year-Old Girl with Nephrosis. Philadelphia: J.B. LIppincott, 1985.

SELECTED REFERENCES

Phipps, W.J., Long, B.C. & Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3rd Ed. St. Louis: C.V. Mosby, 1987, pp. 1604-1606.

Servonsky, J. & Opas, S.R. Nursing Management of Children. Boston: Jones and Bartlett, 1987, pp. 653-655.

CONTENT/CONCEPT

18. Caring for clients across the life span with disturbances in elimination and activity/exercise patterns related to renal dysfunction.

TASK/COMPETENCY

18.10 Use the nursing process to provide care for selected client with cancer of the bladder.

PERFORMANCE OBJECTIVE

P.18.10 Given a selected real or hypothetical client with cancer of bladder, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E18.10.1 Review the epidemiology/etiology of cancer of bladder.
E18.10.2 Describe the clinical manifestations of the client with cancer of bladder, including underlying pathophysiology.
E18.10.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.
E18.10.4 Discuss the surgical management of the client, including including relevant diagnostic tests, pre- and postoperative nursing care, and identification and management of collaborative postoperative problems.
E18.10.5 Describe the nursing role for each of the medically-derived treatment modalities.
E18.10.6 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: alteration in comfort, impairment of skin integrity potential, potential for injury: infection, alteration in fluid volume: excess, altered health maintenance, body image disturbance knowledge deficit, anxiety, and fear.
E18.10.7 Implement intervention strategies for each associated nursing diagnosis.
E18.10.8 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C18.10 Use the nursing process to provide care for selected client with cancer of the bladder. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of cancer of bladder (E18.10.1).
2. Discuss clinical manifestations of the client with cancer of bladder, including underlying pathophysiology (E18.10.2).
3. Discuss medical management of the client (E18.10.3).
4. Discuss surgical management of the client, including the identification and management of postoperative collaborative problems (E18.10.4).
5. Have students describe the role of the nurse related to each treatment modality (E18.10.5)
6. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E18.10.5, E18.10.6, E18.10.7, E18.10,8).

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

Phipps, W.J., Long, B.C. & Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3rd Ed. St. Louis: C.V. Mosby, 1987, pp. 1643-1653.

CONTENT/CONCEPT

18. Caring for clients across the life span with disturbances in elimination and activity/exercise patterns related to renal dysfunction.

TASK/COMPETENCY

18.11 Use the nursing process to provide care for a selected client with acute or chronic renal failure.

PERFORMANCE OBJECTIVE

P.18.11 Given a selected real or hypothetical client with acute or chronic renal failure, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E18.11.1 Review the epidemiology/etiology of acute or chronic renal failure.

E18.11.2 Describe the clinical manifestations of the client with acute or chronic renal failure, including underlying pathophysiology.

E18.11.3 Discuss medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, hemo- and peritoneal dialysis and other medically-derived regimens.

E18.11.4 Describe the nursing role for each of the medically-derived treatment modalities.

E18.11.5 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: altered patterns of urinary elimination, alteration in fluid volume (excess or deficit), alteration in nutrition (less than body requirements), alteration in cardiac output (decreased), alteration in thought processes, potential for injury, potential for infection, alteration in skin integrity, disturbances in self concept and body image, potential sexual dysfunction, fatigue, social isolation, impaired adjustment, anxiety, powerlessness, potential for impaired gas exchange, and anticipatory grieving.

E18.11.6 Implement intervention strategies for each associated nursing diagnosis.

E18.11.7 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C18.11 Use the nursing process to provide care for a selected client with acute or chronic renal failure. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of acute or chronic renal failure (E18.11.1).
2. Discuss clinical manifestations of the client with acute or chronic renal failure, including underlying pathophysiology (E18.11.2).
3. Discuss medical management of the client (E18.11.3).
4. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E18.11.3, E18.11.4, E18.11.5, E18.11.6).

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

Clinical Simulations in Nursing: Medical-Surgical Nursing II: A client with Chronic Renal FAilure. Edwardsville, KS: Medi-Sim, 1986.

SELECTED REFERENCES

Binkley, L. "Keeping up With Peritoneal Dialysis." American Journal of Nursing, 1984, 84, 729-733.
Cerrato, P. "Low-protein Diet Reduces Kidney Failure." RN, 1985, 48 (6), 70.
Evans, R., et al. "The Quality of Life of Patients with End-Stage Renal Disease." New England Journal of Medicine, 1985, 312, 553-559.
Freeman, R. "Treatment of Chronic Renal Failure: An Update." New England Journal of Medicine, 1985, 312, 577-579.
Phipps, W.J., Long, B.C. & Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3rd Ed. St. Louis: C.V. Mosby, 1987, pp. 1655-1682, 1687-1689.
Servonsky, J. & Opas, S.R. Nursing Management of Children. Boston: Jones and Bartlett, 1987, pp. 667-679.

NURSING ARTICULATION - UNIT XIX

PROPOSED CONTENT/CONCEPT AREA

19. Caring for clients across the life span with disturbances in the health maintenance pattern due to acquired immunodeficiency syndrome

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TASKS/COMPETENCIES

19.1 Use the nursing process to provide care for a selected client with acquired immunodeficiency syndrome

CONTENT/CONCEPT

19. Caring for clients across the life span with disturbances in the health maintenance pattern due to acquired immunodeficiency syndrome.

TASK/COMPETENCY

19.1 Use the nursing process to provide care for a selected client with acquired immunodeficiency syndrome.

PERFORMANCE OBJECTIVE

P.19.1 Given a selected real or hypothetical client with acquired immunodeficiency syndrome, use the nursing process to provide care. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED ENABLING OBJECTIVES

E 19.1.1 Review the epidemiology/etiology of acquired immunodeficiency syndrome.

E 19.1.2 Describe the clinical manifestations of the client with acquired immunodeficiency syndrome, including underlying pathophysiology.

E 19.1.3 Discuss the medical management of the client, including relevant diagnostic tests, pharmacotherapy, diet therapy, and other medically-derived regimens.

E 19.1.4 Assess the client for defining characteristics and etiological factors for each of the following actual or potential associated nursing diagnoses: knowledge deficit, anxiety, bowel elimination, alteration in: diarrhea, ineffective breathing pattern, alteration in comfort, anticipatory grieving, potential for infection, alteration in nutrition: less than body requirements, alteration in oral mucous membranes, potential impairment of skin integrity, and social isolation.

E 19.1.5 Implement intervention strategies for each associated nursing diagnosis.

E 19.1.6 Evaluate outcomes for selected nursing diagnoses.

CRITERION-REFERENCED MEASURE

C19.1 Use the nursing process to provide care for a selected client with acquired immunodeficiency syndrome. Performance must be rated acceptable on both a clinical and an academic criterion-referenced measure according to program standards.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss epidemiology/etiology of acquired immunodeficiency syndrome (E19.1.1).
2. Discuss clinical manifestations of the client with acquired immunodeficiency syndrome, including underlying pathophysiology (E19.1.2).
3. Discuss medical management of the client (E19.1.3).
4. Assign selected clients in the clinical area with associated nursing diagnoses. Have students complete care plans for these clients (E19.1.3, E19.1.4, E19.1.5, E19.1.6).

SELECTED TOOLS AND MATERIALS

Textbook

SELECTED AUDIOVISUAL MATERIALS

SELECTED REFERENCES

Freedman, S.O. & Gold, P. Clinical Immunology. Latest Edition. Hagerstown, MD: Harper & Row.

Phipps, W.J., Long, B.C. & Woods, N.F., Eds. Medical-Surgical Nursing: Concepts and Clinical Practice. 3rd. St. Louis: C.V. Mosby, 1987.

Servonsky, J. & Opas, S.R. Nursing Management of Children. Boston: Jones and Bartlett, 1987.

COMPARISONS OF COMPETENCIES

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PERSONAL HYGIENE														
Bath - complete	X	X	X	X	X	X	X	X	X	X	X	X	X	X
assisted	X	X	X	X	X	X	X	X	X	X	X	X	X	X
perineal care	X	X	X	X	X	X	X	X	X	X	X	X	X	X
oral hygiene	X	X	X	X	X	X	X	X	X	X	X	X	X	X
skin	X	X	X	X	X	X	X	X	X	X	X	X	X	X
shaving	X	X	X	X	X	X	X	X	X	X	X	X	X	X
backrub	X	X	X	X	X	X	X	X	X	X	X	X	X	X
sitz	X	X	X	X	X	X	X	X	X	X	X	X	X	X
BED MAKING														
occupied	X	X	X	X	X	X	X	X	X	X	X	X	X	X
unoccupied	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NUTRITION														
serving tray	X	X	X	X	X	X	X	X	X	X	X	X	X	X
assist with meals	X	X	X	X	X	X	X	X	X	X	X	X	X	X
maintain NG tube	X	X	X	X	X	X	X	X	X	X	X	X	X	X
administering tube feeding	X	X	X	X	X	X	X	X	X	X	X	X	X	X
gastrostomy feeding	X	X	X	X	X	X	X	X	X	X	X	X	X	X
breck feeder	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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ACTIVITY														
Body Mechanics														
turning	X	X	X	X	X	X	X	X	X	X	X	X	X	X
moving	X	X	X	X	X	X	X	X	X	X	X	X	X	X
positioning	X	X	X	X	X	X	X	X	X	X	X	X	X	X
alignment	X	X	X	X	X	X	X	X	X	X	X	X	X	X
transfer	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ambulatory	X	X	X	X	X	X	X	X	X	X	X	X	X	X
passive ROM	X	X	X	X	X	X	X	X	X	X	X	X	X	X
cast care	X	X	X	X	X	X	X	X	X	X	X	X	X	X
traction	X	X	X	X	X	X	X	X	X	X	X	X	X	X
apply restraints	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ADMITTING														
Admission Assessment	X	X	X	X	X	X		X	X	X	X	X	X	X
Height/Weight	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DISCHARGE PATIENT	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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VITAL SIGNS														
t. p. r. B/P	X	X	X	X	X	X	X	X	X	X	X	X	X	X
apical, radial	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DIAGNOSTIC PROCEDURES														
urine	X	X	X	X	X	X	X	X	X	X	X	X	X	X
feces	X	X	X	X	X	X	X	X	X	X	X	X	X	X
sputum	X	X	X	X	X	X	X	X	X	X	X	X	X	X
preparation for special procedures	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ASSIST WITH PHYSICAL EXAM	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Reporting Recording	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Charting	X				X	X								
MEDICAL ASEPSIS	X	X	X	X	X	X	X	X	X	X	X	X	X	X
handwashing	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SURGICAL ASEPSIS	X	X	X	X	X	X	X	X	X	X	X	X	X	X
transfer forceps	X	X	X	X	X	X	X	X	X	X	X	X	X	X
create a sterile field	X	X	X	X	X	X	X	X	X	X	X	X	X	X
don gloves	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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ISOLATION														
body substance isolation	X	X	X	X	X	X	X	X	X	X	X	X	X	X
respiratory	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PRE OP CARE	X	X	X	X	X	X	X	X	X	X	X	X	X	X
POST OP CARE	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Antiembolism Stockings	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PROMOTING TISSUE HEALING														
decubitus care	X	X	X	X	X	X	X	X	X	X	X	X	X	X
dressing change	X	X	X	X	X	X	X	X	X	X	X	X	X	X
wound irrigation	X	X	X	X	X	X	X	X	X	X	X	X	X	X
applying bandages/binders	X	X	X	X	X	X	X	X	X	X	X	X	X	X
application of heat/cold	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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ELIMINATION														
urine	X	X	X	X	X	X	X	X	X	X	X	X	X	X
catherization	X	X	X	X	X	X	X	X	X	X	X	X	X	X
irrigating catheter	X	X	X	X	X	X	X	X	X	X	X	X	X	X
foley care	X	X	X	X	X	X	X	X	X	X	X	X	X	X
clean-catch	X	X	X	X	X	X	X	X	X	X	X	X	X	X
collection urine spec. (catheter)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
24 hour urine collection	X	X	X	X	X	X	X	X	X	X	X	X	X	X
bowel	X	X		X	X							X	X	X
insert rectal tube	X	X	X	X	X	X	X	X	X	X	X	X	X	X
enema	X	X	X	X	X	X	X	X	X	X	X	X	X	X
collecting stool specimen	X	X	X	X	X	X	X	X	X	X	X	X	X	X
colostomy	X	X	X	X	X	X	X	X	X	X	X	X	X	X
change ostomy appliance	X	X	X	X	X	X	X	X	X	X	X	X	X	X
irrigate ostomy	X	X	X	X	X	X	X	X	X	X	X	X	X	X
removal of fecal impactio	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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FLUID BALANCE														
intake & output	X	X	X	X	X	X	X	X	X	X	X	X	X	X
maintain & monitor IV Fluid	X	X	X	X	X	X	X	X	X	X	X	X	X	X
calculate IV rate	X	X	X	X	X	X	X	X	X	X	X	X	X	X
discontinue IV	X	X	X	X	X	X	X	X	X	X	X	X	X	X
monitor blood transfusion	X	X	X	X	X	X		X	X	X	X	X	X	X
ADMINISTERING MEDICATION														
considered under pharmacology		X										X	X	X
SUCTIONING														
oropharyngeal	X	X	X	X	X	X	X	X	X	X	X	X	X	X
TRACHEOSTOMY CARE	X	X	X	X	X	X	X	X	X	X	X	X	X	X
OXYGEN THERAPY														
applying nasal cannula,	X	X	X	X	X	X	X	X	X	X	X	X	X	X
mask	X						X			X	X		X	
caring for patient in tent	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CARDIOPULMONARY RESUSCITATION	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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POST MORTEM CARE	X	X	X	X	X	X	X	X	X	X	X	X	X	X
APPLYING RESTRAINTS	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Med. Surg. Curriculum	Norfolk	New Horizons Tech. Ct.	Virginia Beach	Suffolk	Chesapeake	Portsmouth	Newport News	Williamsburg	Career Dev. Center	Thomas Nelson C C	Tidewater C C	O. D. U.	Norfolk State	Hampton University
Definition of Disease		X	X	X	X	X	X	X	X	X	X	X	X	X
Inflammation	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Infectious process	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Immunity	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Defined	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Response	X	X	X	X	X	X	X	X	X	X	X	X	X	X
System - AIDS	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Autoimmune Diseases	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Allergy	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- skin	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- respiratory	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- Gastrointestinal	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- drug	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- anaphylactic	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PREOPERATIVE CARE	X	X	X	X	X	X	X	X	X	X	X	X	X	X
POSTOPERATIVE CARE	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Anesthesia	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Epidemiology		X		X	X	X	X	X	X	X	X	X	No	X
Characteristics-Neoplasia	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Heart Infections (Endo,Myo)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Valvular Disorders	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Blood Vessels		X	X	X		X	X	X	X	X	X	X	X	X
Structure & Function	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Diagnostic Tests	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Assessment of Patient	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Drug Therapy	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Thrombophlebitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Plebothrombosis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Chronic Venous Insufficiency	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Varicose Veins	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Stasis Ulcers	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Deep Vein Thrombosis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pulmonary Embolism	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Arterial Embolism	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Arteriosclerosis Obliterans	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Raynaud's Disease	X	X	X	X	X	X	X	X	X	X	X		X	X
Buerger's Disease	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Aortic Aneurysm	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hypertension	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cerebral Vascular Accident	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Blood & Lymph						X			X	X		X		X

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Lung Abscess	X	X	X	X	X	X	X	X	X	No	X	X	No	X
Chest Injuries	X	X	X	X	X	X	X	X	X	X	X	X	X	X
COPD	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- asthma	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- emphysema	X	X	X	X	X	X	X	X	X	X	X	X	X	X
- bronchiectasis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pulmonary Tuberculosis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lung	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cardiovascular Heart Sys.														
Review of Structure & Function	X	X	X		X	X	X	X	X	X	X	X	X	X
Diagnostic Procedures	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Prevalence & Prevention	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Assessment of Client with Heart Disease		X	X	X	X	X	X	X	X	X	X	X	X	X
Common Symptoms of Ht Di's.		X	X	X	X	X	X	X	X	X	X	X	X	X
Drug Therapy	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cardiac Arrhythmias	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Angina Pectoris	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Myocardial Infarction	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Congestive Heart Failure	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Open Heart Surgery		X	X		X	X	X	No	X	X	X	X	X	X

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Cancer	X	X	X	X	X	X	X	X	X	X	X	X	X	X
prevention	X	X	X	X	X	X	X	X	X	X	X	X	X	X
diagnosis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
treatment	X	X	X	X	X	X	X	X	X	X	X	X	X	X
nursing care	X	X	X	X	X	X	X	X		X	X	X	X	X
Respiratory System		X	X	X	X	X	X			X		X	X	X
Cardiac Arrest	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Disorders - upper resp.		X	X	X	X	X	X	X	X	X		X		X
Sinusitis	X	X	X	X	X	X	X	X	X	X	X	X	No	X
Nasal Polyp	X	X	X	X	X	X	X	X	X	X	No	X	No	X
Influenza	X	X	X	X	X	X	X	X	X	X	No	X	No	X
Common Cold	X	X	X	X	X	X	X	X	X	X	No	X	No	X
Laryngitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Obstruction - Larynx	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Deviated Septum	X	X	X	X	X	X	X	X	X	No	X	X	No	X
Epistaxis	X	X	X	X	X	X	X	X	X	No	No	X	X	X
Pulmonary Embolism	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Disorders - Lower resp.		X			X	X	X	X	X					X
Pneumonia	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Bronchitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Empyema	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pleurisy	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Intestinal Obstruction	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Appendicitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Diverticulosis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hemorrhoids	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Anal Fissure/Fistula	X	X	X	X	X	X	X	X	X	No	X	X	No	?
Pilondal Cyst	X	X	X	X	X	X	X	X	X	No	X	X	No	?
Neoplastic Disease	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hepatitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Studies (GB, biopsy, scan)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cirrhosis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pancreatitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cholecystitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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G. I Disturbance	X	X	X	X	X	X	X	X	X	X	X	X		X
anorexia	X	X	X	X	X	X	X	X	X	X	X	X	X	X
nausea	X	X	X	X	X	X	X	X	X	X	X	X	X	X
vomiting	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Dysphagia	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Dyspepsia	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Constipation	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Diarrhea	X	X	X	X	X	X	X	X	X	X	X	X	X	X
obesity	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Stomatitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Gingivitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cancer-lip, mouth, tongue	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Esophageal Varices	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Esophageal Stricture	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Esophageal Diverticula	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hernia	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Gastritis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Peptic Ulcer	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Caner - Stomach	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Crohn's Disease	X	X	X		X	X	X	X	X	X	X	X	X	X
Ulcerative Colitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Peritonitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Structure & Function	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Diagnostic Tests	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Blood Tests	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Blood Transfusion	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Anemias	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Polycythemia	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Thrombocytopenia	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hemophilia	X	X	X	X	X	X	X	X	X	No	X	X	X	X
Sickle Cell Anemia	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Malignant Lymphoma	X	X	X	X	X	X	X	X	X	X	X	X	No	X
Leukemia	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mononucleosis		X	X	X	X	X	X	X	X	No	X	X	No	X
Malaria	X	X	X	X	X	X	X	X	X	No	No	No	No	X
Med. Surg. G I System														
Function of Disestive Sys.	X		X	X	X	X	X	X	X	X				X
Organs of Digestive System	X	X	X	X	X	X	X	X	X	X	X	X	X	X
True	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Accessory	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Basic Nutrition	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Digestive Enzymes	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Diagnostic Tests	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Engocrine System														
Review of Structure and Function	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Diagnostic Tests/System	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Simple Goiter	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hyperthyroidism	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hypothyroidism	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cancer of Thyroid	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hyperparathyroidism	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hypoparathyroidism	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Diabetes Mellitus	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Addison's Disease	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cushing's Disease	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hypopitutarism		X	X	X	X	X	X	X	X	X	X	X	X	X
Hyperpituitarism		X	X	X	X	X	X	X	X	X	X	X	X	X
Diabetes Insipidus	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Nervous System														
Review of Structure and Function	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Diagnostic Tests	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Drug Therapy	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Neurological Exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Meningitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Encephalitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Poliomyelitis	X	X	X	X	X	X	X	X	X	No	No	X	No	X
Multiple Sclerosis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Parkinson's Disease	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Myasthenia Gravis	X	X	X	X	X	X	X	X	X	No	X	X	X	X
Huntington's Chorea		X	X	X	X	X	X	X	X	No	X	X	X	X
Gillain Barre Syndrome		X	X	X	X	X	X	X	X	No	X	X	X	X
Convulsive Disorders	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Migraine Headache		X	X	X	X	X	X	X	X	No	X	X	X	X
Head Injuries	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Brain Tumors	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Spinal Cord Injuries	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Ruptured Disc	X	X	X	X	X	X	X	XX	X	X	X		X	X
Brain Abscess	X	X	X	X	X	X	X	X	X	No	X	X	No	No
Herpes Zoster	X	X	X	X	X	X	X	X	X	No	X	X	No	No

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Urinary Disorders														X
Diagnostic Tests	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Drug Therapy	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Health Hx & Assessment	X	X	X		X	X	X	X	X	X	X	X	X	X
Cystitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Urethritis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Nephritis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pyelonephritis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tuberculosis		X	X	X	X	X	X	X	X	No	X	X	No	X
Renal Failure	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hydronephrosis	X	X	X	X	X	X	X	X	X	X	X	X	No	X
Nephroptosis	X	X	X	X	X	X	X	X	X	X	No	X	No	X
Renal Calculi	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Neoplasms	X	X	X	X	X	X	X	X	X	X	X	X	No	X
Glomerelonephritis	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Nervous System Con't													
Neuritis	X	X	X	X	X	X	X	X	No	X	X	No	X
Tic Douloureux	X	X	X	X		X	X	X	No	X		X	X
Sciatica	X	X	X	X	X	X	X	X	No	X	X	X	X

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Skin Disorders														
Seborrheic Dematoses	X	X		X	X	X	X		X	No	No	X	No	X
Acne Vulgaris	X	X	X	X	X	X	X	X	X	No	X	X	No	X
Bacterial Infections -	X	X	X	X	X	X	X	X	X	X	X	X	No	No
Furuncles Carbuncles										No				
Fungal Infections	X	X	X	X	X	X	X	X	X	X	X	X	No	X
Pediculosis Capitis	X	X	X	X	X	X	X	X	X	No	X	X	No	No
Pediculosis Corporis	X	X	X	X	X	X	X	X	X	No	No	X	No	No
Pediculosis Pubis	X	X	X	X	X	X	X	X	X	No	No	X	No	No
Scabies		X	X	X	X	X	X	X	X	No	No	X	No	No
Contact Dermatities	X	X	X	X	X	X	X	X	X	X	X	X	No	X
Psoriasis	X	X	X	X	X	X	X	X	X	No	No	X	No	No
Cancer	X	X	X	X	X	X	X	X	X	X	X	X	No	No
Burns -	X	X	X	X	X	X	X	X	X	X	X	X	X	X
First degree	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Second degree	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Third degree	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Herpes Simplex	X	X	X	X	X	X	X	X	X	No	No	X	No	No
Warts, moles	X	X	X	X		X	X	X	X	No	No	X	No	No
Plastic Surgery	X	X	X	X		X	X	X	X	X	X	X	X	X

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Ear Disorders Con't														
Mastoiditis	X	X	X	X	X	X	X	X	X	No	No	X	No	No
Otosclerosis	X	X	X	X	X	X	X	X	X	X		X	X	X
Labyrinthitis	X	X	X	X	X	X	X	X	X	No	No	X	X	X
Menieres Syndrome	X	X	X	X	X	X	X	X	X	No	X	X	X	X
Deafness	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Musculoskeletal Sys. Dis.														
Strains/Sprains	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Contusions	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Dislocation	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Fractures	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Amputation	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Total Hip Replacement	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Arthritis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Bursitis	X	X	X	X	X	X	X	X	X	No	No	X	No	X
Osteoporosis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Bone Tumors	X	X	X	X	X	X	X	X	X	X	X	X	No	X
Osteomyelitis	X	X	X	X	X	X	X	X	X	X	X	X	No	X
Gout	X	X	X	X	X	X	X	X	X	X	X		X	X

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Gonorrhea	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Syphilis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Displacement of Uterus	X	X	X	X	X	X	X	X	X	X	No	X	X	X
Vaginitis	X	X	X	X	X	X	X	X	X	X	No	X	No	X
Eye Disorders														
Ocular injuries	X	X	X	X	X	X	X	X	X	X	X		X	X
Infections - ex. conjunct.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Corneal ulcerations	X	X	X	X	X	X	X	X	X	No	X	X	No	?
Cataracts	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Detached retina	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Glaucoma	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Neoplasm		X	X	X	X	X	X	X	X	No	X	X	No	X
Blindness	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Strabismus	X	X	X	X	X	X	X	X	X	No	No	X	No	X
Eye Surgery	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Ear Disorders														
Foreign Bodies	X	X	X	X	X	X	X	X	X	No	No	X	No	No
Impacted Cerumen	X	X	X	X	X	X	X	X	X	No	No	X	No	No
Ext. Otitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Furunculosis	X	X	X		X	X	X	X	X	No	No	X	No	No
Otitis Media	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Male Reproductive Disorders														
Diagnostic Tests	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Health Hx & Assessment	X	X	X		X	X	X	X	X	X	X	X	X	X
Urethritis	X	X	X	X	X	X	X	X	X	No	X	X	No	X
Epididymitis	X	X	X	X	X	X	X	X	X	No	X	X	No	No
Orchitis	X	X	X	X	X	X	X	X	X	NO	No	X	NO	No
Prostate Cancer	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Vasectomy	X	X	X	X	X	X	X	X	X	X	X	X	X	X
BPH		X	X	X	X	X	X	X	X	X	X	X	X	X
Hydrocele		X	X		X	X	X	X	X	X	No		No	No
Female Reproductive Disorder														
Diagnostic Tests	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Health Hx & Assessment	X	X	X		X	X	X	X	X	X	X	X	X	X
Menstrual Dysfunction	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Menopause	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pelvic Inflammatory Dis.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Endometriosis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tumors: Ovarian, Uterus,	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Fibroid								X	X					
Trichomonos	X	X	X	X	X	X	X	X	X	X	X	X	No	X
Herpes - Type II	X	X	X	X	X	X	X	X	X	X	X	X	No	X
Toxic Shock Syndrome		X			X	X	X	X	X	X	X	X	No	X

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OB														
Conception	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Prenatal Development	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Fetal Circulation	X	X	X	X	X	X	X	X	X	X	X	X		X
Signs & Symptoms of Pregnancy	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Normal Pregnancy	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Minor Discomforts	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lamaze/Natural	X	X	X	X	X	X	X	X	X	X	X	X		X
Complications of Pregnancy	X	X		X	X			X	X	X	X	X	X	X
Toxemias	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Ectopic	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Placenta Abruptio	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hydatidiform Mole	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Abortion	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hyperemesis Gravidarius	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Diabetes	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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	P N SCHOOLS									COMMUNITY COLLEGES		UNIVERSITIES		
	Norfolk	New Horizons Tech. Ct.	Virginia Beach	Suffolk	Chesapeake	Portsmouth	Newport News	Williamsburg	Career Dev. Center	Thomas Nelson C C	Tidewater C C	O. D. U.	Norfolk State	Hampton University
Rh Abo Incompatibility	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Heart Disease	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Rubella	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pyelonephsitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STD's	X	X	X	X	X	X	X	X	X	X	X	X	X	X
AIDS	X	X	X	X	X	X	X	X		X	X	X	X	X
Labor & Delivery	X	X		X	X	X		X	X	X	X	X	X	X
Complications	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C-Section	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hemorrhage	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Rupture-uterus	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cord Prolapse	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Multiple Pregnancy	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Drug Therapy	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Fetal Monitoring	X	X		X	X	X		X	X	X	X	X	X	X
Oxytocin Challenge	X	X		X	X	X	X	X	X	X	X	X	X	X
Nonstress Test	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Intrauterine Catheter	X	X		X	X	X	X	X		X	X	X	X	X
Presentations & Positions	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Post Partum	X	X		X	X	X	X	X	X	X	X	X	X	X
Assessment	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Complication	X	X	X	X	X	X	X	X	X	X		X	X	X
Mastitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Engorgement	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Thrombophlebitis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Infections	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Postpartum Depression	X	X	X	X	X	X		X	X	X	X	X	X	X
Health Care Teaching	X	X	X	X	X	X	X	X	X	X	X	X		X
Bonding	X	X	X	X	X	X	X	X	X	X	X	X		X
Family Planning	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Care of Neonate	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Assessment	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Initial Newborn Care	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Daily Care of Newborn	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Care of Circumcision	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Feeding	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Disorders of Neonate	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Geriatric	Norfolk	New Horizons Tech. Ct.	Virginia Beach	Suffolk	Chesapeake	Portsmouth	Newport News	Williamsburg	Career Dev. Center	Thomas Nelson C C	Tidewater C C	O. D. U.	Norfolk State	Hampton University
	P N SCHOOLS									COMMUNITY COLLEGES		UNIVERSITIES		
Societal Attitude of Aging	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Self Concepts of Aging	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Demography of Aging	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Governmental Resources	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Community Resources	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Developmental	X							X						
Levels of Aging		X	X	X	X	X	X	X	X	X	X	X	X	X
Stress on Aging	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Physiological Changes of Aging	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Psychological Changes	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Alterations in life styles	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Death and Dying	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Communicating with the Aging	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Adjusting to needs of Aging	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Health Promotion	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Nutritional Needs	X	X	X	X	X	X	X	X	X	XX	X	X	X	X
Special Needs	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Common Disorders		X	X		X	X	X	X	X	X		X	X	X

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Hospitalization - Child	X	X	X	X	X	X	X	X	X	X		X	X	
Reaction														
Dosage Calculation		X	X	X	X	X	X	X	X	X	X	X	X	
Safety of Hospital	X	X	X	X	X	X	X	X	X	X	X	X	X	
Diversional Therapy	X	X	X	X	X	X	X	X	X	X	X	X	X	
Communicable Disease	X	X	X	X	X	X	X	X	X	X	X	X	X	
Accidental Injuries	X	X	X		X	X	X	X	X	X	X	X	X	
Burns	X	X	X	X	X	X	X	X	X	X	X	X	X	
Poisions	X	X	X	X	X	X	X	X	X	X	X	X	X	
Health Promotion					X					X	X	X	X	
Immunization	X	X	X	X	X	X	X	X	X	X	X	X	X	
Car Seat	X	X	X	X	X	X	X	X	X	X	X	X	X	
Nutrition	X	X	X	X	X	X	X	X	X	X	X	X	X	
Dental Health	X	X	X	X	X	X	X	X	X	X	X	X	X	
Emotional Health	X	X	X	X	X	X	X	X	X	X	X	X	X	
G I Disorders														
Cleft lip/palate	X	X	X	X	X	X	X	X	X	X	X	X	X	
Esophageal Atresia	X	X	X		X	X	X	X	X	X	X	X	X	
Esophageal Stenosis	X	X	X		X	X	X	X		X	X	X	X	
Imperforated Anus	X	X	X	X	X	X	X	X	X	X	X	X	X	
Stomatitis	X	X	X	X	X	X	X	X	X	No	X	X	X	
Ulcers	X	X	X	X	X	X	X	X	X	No	X	X	X	

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Peds Con't	**Norfolk**	**New Horizons Tech. Ct.**	**Virginia Beach**	**Suffolk**	**Chesapeake**	**Portsmouth**	**Newport News**	**Williamsburg**	**Career Dev. Center**	**Thomas Nelson C C**	**Tidewater C C**	**O. D. U.**	**Norfolk State**	**Hampton University**
Intussusception	X	X	X	X	X	X	X	X	X	X	X	X	X	
Appendicitis	X	X	X	X	X	X	X	X	X	X	X	X	X	
Parasites	X	X	X	X	X	X	X	X	X	X		X	X	
Pyloric Stenosis	X	X	X	X	X	X	X	X	X	X	X	X	X	
Ulcerative Colitis		X			X	X		X	X	X	X		X	
Rectal Prolapse	X	X	X		X	X		X	X	No	No		?	
Respiratory	X				X									
Cold	X	X	X	X	X	X	X	X	X	X		X	No	
Otitis Media	X	X	X	X	X	X	X	X	X	X	X	X	X	
Mastoiditis	X	X	X	X	X	X	X	X	X	No	No		No	
Bronchitis	X	X	X	X	X	X	X	X	X	X	X	X	X	
Tonsillitis	X	X	X	X	X	X	X	X	X	No	X	X	X	
Croup	X	X	X	X	X	X	X	X	X	X	No	X	X	
Pneumonia	X	X	X	X	X	X	X	X	X	X	X	X	X	
Asthma	X	X	X	X	X	X	X	X	X	X	X	X	X	
Cystic Fibrosis	X	X	X	X	X	X	X	X	X	X	X	X	X	
SIDS	X	X	X	X	X	X	X	X	X	X		X	No	

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Muskeletal	X		X	X										
Dislocated Hip	X	X	X	X	X	X	X	X	X	X	X	X	X	
Muscular Dystrophy	X	X	X		X	X		X	X	No	No	X	No	
Arthritis	X	X	X		X	X	X	X	X	X	X	X	X	
Fractures	X	X	X	X	X	X	X	X	X	X	X	X	X	
Scoliosis	X	X	X	X	X	X	X	X	X	X	X	X	X	
Traction	X	X	X	X	X	X	X	X	X	X	X	X	X	
Failure to Thrive	X	X	X	X	X	X	X	X	X	X	No	X	No	
CVS														
Congenital Heart	X	X	X		X	X	X	X	X	X	X	X	X	
Patent Ductus	X	X	X	X	X	X	X	X	X	X	X	X	X	
Ventricular Septal	X	X	X	X	X	X	X	X	X	X	X	X	X	
Atrial Septal	X	X	X	X	X	X	X	X	X	X	X	X	X	
Tetrology of Fallot	X	X	X	X	X	X	X	X	X	X	X	X	X	
Pheumatic Heart	X	X	X	X	X	X	X	X	X	X	X	X	X	
Sickle Cell Anemia	X	X	X	X	X	X	X	X	X	X	X	X	X	
Hemophilia	X	X	X	X	X	X	X	X	X	No	X	X	X	

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Eye														
Strabismus	X	X	X	X	X	X	X	X	X	No	No	X	No	
Amblyopia		X	X	X	X	X		X	X	No	NO	X	No	
Metabolic Disease														
Diabetic	X	X	X	X	X	X	X	X	X	X	X	X	X	
Tay Sachs		X	X	X	X	X	X	X	X	No	No		No	
Galactosemia		X	X		X	X		X	X	No	NO	X	No	
AIDS	X	X	X	X	X	X	X	X	X	X	X	X	X	

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Genito - Urinary														
Obstruction	X	X	X		X	X	X	X	X	X	X	X	X	
Hypospadius	X	X	X	X	X	X	X	X	X	X	No	X	X	
Epispadias	X	X	X	X	X	X	X	X	X	X	No	X	X	
Cryptorchidism	X	X	X	X	X	X	X	X	X	nO	No	X	No	
Pyelonephritis	X	X	X	X	X	X	X	X	X	X	X	X	X	
Glomerulonephritis	X	X	X	X	X	X	X	X	X	X	X	X	X	
Wilms Tumor	X	X	X	X	X	X	X	X	X	No	X	X	No	
Hydrocele	X	X	X	X	X	X	X	X	X	No	X	X	No	
Nervous														
Intracranial Hemorrhage	X	X	X	X	X	X	X	X	X	X	X	X	No	
Encephilitis	X	X	X	X	X	X	X	X	X	X	X	X	No	
Hydrocephaly	X	X	X	X	X	X	X	X	X	X	X	X	No	
Spina Bifida	X	X	X	X	X	X	X	X	X	X	X	X	No	
Reyes Syndrome	X	X	X	X	X	X	X	X	X	No	No	X	No	
Epilepsy	X	X	X	X	X	X	X	X	X	X	X	X	X	
Cerebral Palsy	X	X	X	X	X	X	X	X	X	X	No	X	X	
Downs Syndrome	X	X	X	X	X	X	X	X	X	X	No	X	X	
Eczema	X	X	X	X	X	X	X	X	X	No	yes No	X	No	

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(Pharmacology)

Dosage Calculations

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Principles of Drug Administrations	X		X	X	X	X	X	X	X	X	X	X	X	X
Drug Administration		X		X	X		X	X	X	X		X	X	X
Reconstitutional	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Oral (solid, liquid)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Parenteral (sq., im.)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Intradermal					X	X	X	X	X	X				
Calculation IV Flow Rate	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Administrations		X											X	X
Insulin	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Heparin	X	X	X		X	X	X	X	X	X	X	X	X	X
Z-Track	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Topical	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Locals	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Eye, ear, nose drops	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Supp. (rectal, vaginal)	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Abbreviations	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Metric System	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Apothecaries	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Household	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pharmacological Terms		X					X						X	X
Potentiation	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Addiction	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Synergism	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Antagonism	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tolerance		X	X		X	X	X	X	X	X		X		X
Drug Legislature	X	X	X	X	X	X	X	X		X	X	X	X	X
Ex. Narcotic Schedule Drugs	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Drug References	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Drug Sources	X	X		X	X		X	X	X	X		X	X	X
Ex. Plant	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Animal	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Drug Nomenclature	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Drug Action & Interaction	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Adverse Reactions	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Drug Classifications	X	X	X	X	X	X	X	X	X	X	X	X	X	X
(drug types)														

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		P N SCHOOLS								COMMUNITY COLLEGES		UNIVERSITIES		
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Drugs Affecting Body Sys.	Integrated into clinical courses														
Reproductive			X	X	X	X	X	X	X	X	X	X	X	X	X
CNS			X	X	X	X	X	X	X	X	X	X	X	X	X
Cardiovascular			X	X	X	X	X	X	X	X	X	X	X	X	X
Respiratory			X	X	X	X	X	X	X	X	X	X	X	X	X
Muscular			X	X	X	X	X	X	X	X	X	X	X	X	X
Digestive			X	X	X	X	X	X	X	X	X	X	X	X	X
Urinary			X	X	X	X	X	X	X	X	X	X	X	X	X
Endocrine			X	X	X	X	X	X	X	X	X	X	X	X	X
Immune			X	X	X	X	X	X	X	X	X	X	X	X	X
Other															
Antineoplastic Agent			X	X	X	X	X	X	X	X	X	X	X	X	X
Drugs to Counteract			X	X	X	X	X	X	X	X	X	X	X	X	X
Infection	In clinical														
Psychotropic Agents			X	X	X	X	X	X	X	X	X	X	X	X	X

BUSINESS, INDUSTRY, GOVERNMENT COMMITTEE REPORT

NURSING ARTICULATION PROJECT

BIG Committee

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Kathy Zeek 1404 Grassmere Court Virginia Beach, VA 23464	495-7912

REPORT OF THE COLLEGE REQUIREMENTS REVIEW COMMITTEE

COLLEGE REQUIREMENTS
ADMISSIONS AND GENERAL EDUCATION
L.P.N. TO A.D.N.

	NSU	TNCC	TCC
1. High School diploma or its equivalent (G.E.D.)	X	X	X
2. High School achievement of C average or better		X	X
3. Test battery with satisfactory performance	X	X	X
4. Health record of good physical and mental health	X		X
5. Personal interviews	X	X	X
6. High School courses within the last 10 years			
One unit in Biology with C	X	X	X
One unit in Chemistry with C	X	X	X
One unit in Algebra with C	X	X	X
7. College courses			
English	XX	XX	XX
Anatomy & Physiology	X	X	X
Socialogy	X	X	X
Computer	X		
Microbiology	X	X	X
Government		X	X
Psychology (Intro)	X	X	X
Child Psychology	X		X
8. Challenge Examination			
NLN Mobility	X		
Clinical	X	X	X
Current License	X	X	X
9. 18 years of age		X	

X	1 Semester
XX	2 Semesters

COLLEGE REQUIREMENTS
ADMISSIONS AND GENERAL EDUCATION
L.P.N. TO B.S.N.

	H.U.	O.D.U.
1. SAT or ACT	X	X
2. High School Diploma or G.E.D.	X	X
16 units of C or better		
Biology	X	X
Chemistry	X	X
Mathematics	X	X
English	X	X
*Foreign Language (3 years of one or 2 years of 2 languages)		X
3. College Courses		
Mathematics	X	
Chemistry (2 Semesters)	XX	XX
Speech	X	
General Biology	X	
Anatomy & Physiology	XX	XX
Statistics	X	X
Physical Education	XX	
Computer Science		X
Microbiology	X	X
English Composition	XX	X
Psychology (Intro)	X	X
Developmental Psychology	X	X
Abnormal Psychology		X
Sociology (Intro)	X	X
Nutrition	X	X
History	XX	XX
Literature		X
Humanities	XX	XX

* Waived for any graduate prior to 1986
X 1 Semester
XX 2 Semesters

REPORT OF THE COLLEGE REQUIREMENTS REVIEW COMMITTEE

COLLEGE REQUIREMENTS
ADMISSIONS AND GENERAL EDUCATION
L.P.N. TO A.D.N.

	NSU	TNCC	TCC
1. High School diploma or its equivalent (G.E.D.)	X	X	X
2. High School achievement of C average or better		X	X
3. Test battery with satisfactory performance	X	X	X
4. Health record of good physical and mental health	X		X
5. Personal interviews	X	X	X
6. High School courses within the last 10 years			
One unit in Biology with C	X	X	X
One unit in Chemistry with C	X	X	X
One unit in Algebra with C	X	X	X
7. College courses			
English	XX	XX	XX
Anatomy & Physiology	X	X	X
Socialogy	X	X	X
Computer	X		
Microbiology	X	X	X
Government		X	X
Psychology (Intro)	X	X	X
Child Psychology	X		X
8. Challenge Examination			
NLN Mobility	X		
Clinical	X	X	X
Current License	X	X	X
9. 18 years of age		X	

X	1 Semester
XX	2 Semesters

COLLEGE REQUIREMENTS
ADMISSIONS AND GENERAL EDUCATION
L.P.N. TO B.S.N.

	H.U.	O.D.U.
1. SAT or ACT	X	X
2. High School Diploma or G.E.D.	X	X
16 units of C or better		
Biology	X	X
Chemistry	X	X
Mathematics	X	X
English	X	X
*Foreign Language (3 years of one or 2 years of 2 languages)		X
3. College Courses		
Mathematics	X	
Chemistry (2 Semesters)	XX	XX
Speech	X	
General Biology	X	
Anatomy & Physiology	XX	XX
Statistics	X	X
Physical Education	XX	
Computer Science		X
Microbiology	X	X
English Composition	XX	X
Psychology (Intro)	X	X
Developmental Psychology	X	X
Abnormal Psychology		X
Sociology (Intro)	X	X
Nutrition	X	X
History	XX	XX
Literature		X
Humanities	XX	XX

* Waived for any graduate prior to 1986

X 1 Semester

XX 2 Semesters

PUBLIC RELATIONS COMMITTEE REPORT

TIDEWATER REGIONAL NURSING ARTICULATION PROJECT

PUBLIC RELATIONS COMMITTEE

REFERRAL FORM

This person may a good candidate to interview when developing the videotape for the Project:

NAME ____________________

ADDRESS ____________________

CITY/STATE/ZIP ____________________

PHONE (   ) ____________________

REFERRED BY ____________________

REASON FOR REFERRAL/SPECIAL COMMENTS OR CONTRIBUTIONS:

____

____

____

Return completed forms to: Glenda Feldt, Project Director
Norfolk Public Schools
800 East City Hall Avenue
Norfolk, VA 23510

TIDEWATER REGIONAL NURSING ARTICULATION PROJECT

Script For Nursing Video

Nursing in Tidewater Virginia

It's like nowhere else on earth!

Careers in nursing are readily available worldwide. Nurses are in short supply in the Tidewater area. Most nursing jobs offer flexible work hours and now, more than ever before, nursing careers offer competitive pay.

The Tidewater area of Virginia is unique in many ways, one of which is opportunities in nursing. A large number of employers are located in the area.

Tidewater educational institutions have worked together with business, industry, and government to develop unique cooperative training opportunities in nursing.

Employment opportunities for nurses are incredibly diverse.

Look at some of the many possibilities:

Labor and delivery

Newborn care

Pediatrics

Recreational settings such as amusement parks

The shipping industry

Industrial settings

Military Service

Emergency care

Trauma centers

Flight Nurses

Cancer Treatment

Home Health Care

School clinics

Public health care

Disaster Services

Rehabilitation Services including state rehabilitation centers

Public and private psychiatric care facilities

Residential care facilities

Veteran's care facilities

Traveling Private Duty Nursing

Surgery

Gerontology or care of the elderly

Diet Centers

Dialysis Centers

Cardiac Care Facilities

Doctor's Offices

Nursing administrators

Nursing educators

And of course, employment is available in the area's many modern hospitals.

Careers in nursing include licensed practical nurses and registered nurses.

Most occupations are described as having a career ladder. That shows how you can learn new skills to move up the ladder of opportunity. But nursing skills overlap, much as these waves are doing.

For example, all nurses must be able to take temperatures and blood pressures. This is taught in practical nursing, in associate degree nursing, in diploma programs, and in bachelor's degree programs.

Therefore, a career ladder doesn't really describe nursing. Skills overlap and nursing skills learned in one level will be built upon in others.

One level of nursing is the licensed practical nurse.

Licensed Practical Nursing programs require from twelve to eighteen months of classroom, lab, and clinical studies. Upon completion of training students must pass the State Board of Nursing test for licensure as a practical nurse. Students may enroll in practical nursing programs while still in high school.

Another level is registered nursing which may be entered in several ways. Here is Pat Williams, President of the Virginia State Board of Nursing to explain.

Mrs. Williams speaking:

> Instruction to prepare Licensed Practical Nurses is offered in Tidewater in Norfolk at the Norfolk Technical Vocational Center,
>
> In Portsmouth at I.C. Norcom High School,
>
> In Suffolk through Obici Hospital,
>
> In Chesapeake at the Chesapeake Center for Science and Technology,
>
> In Virginia Beach at the Virginia Beach Vocational Technical Educational Center,
>
> In Williamsburg/James City County at Lafayette High School,
>
> In Newport News through Riverside Hospital
>
> Or at the privately owned Career Development Center
>
> And on the peninsula, at New Horizons Technical Center.
>
> Licensed practical nurses work in many areas and have numerous career opportunities. However, there are some patient care needs which practical nurses are not permitted to serve because they require more training.
>
> Many licensed practical nurses return to school to become registered nurses. They may pursue Associate degrees in nursing at Tidewater Community College in Portsmouth,
>
> At Thomas Nelson Community College in Hampton,
>
> Or at Norfolk State University in Norfolk, Virginia.

Typically the associate degree nursing programs require five semesters or two full years of classroom, lab, and clinical studies.

But in Tidewater, Virginia there is a remarkable alternative for Licensed Practical Nurses who return to college to become registered nurses. This alternative is called: ARTICULATION.

What does that mean, you may ask? Articulation is a planned process within an educational system that coordinates instructional programs in such a way that students can move from one instructional level to another, or one institution to another, without unnecessary duplication or gaps in the instruction process.

In Tidewater a special project was funded through Norfolk Public Schools, which resulted in cooperation between nine schools of practical nursing and three colleges/universities making it especially easy for nurses to advance from one level to another.

Let me explain how the articulation model works.

By skipping over two semesters of college work, students save both time and the related tuition costs as they work toward becoming registered nurses.

The Tidewater Regional articulation model allows licensed practical nurses from the schools of practical nursing in Norfolk, Portsmouth, Suffolk/Obici, Chesapeake, Virginia Beach, Newport News/Riverside, Williamsburg/James City County, New Horizons Technical Center and the Career Development Center in Newport News,

To articulate into the associate degree nursing programs at Norfolk State University, Thomas Nelson Community College, or Tidewater Community College.

If you are thinking about becoming a registered nurse, ask about articulation. It could very well save you time and money.

This articulation model is a revolutionary way to educate more people in a shorter time for higher levels of nursing. This will help to address the shortage of nurses in the Tidewater area.

Hampton University, Norfolk State University, and Old Dominion University offer bachelor's degrees in nursing. Some of the four-year nursing programs will offer articulated credits, too. Be sure to ask about articulation when you enroll.

The best part of nursing education in Tidewater is the availability of educational opportunities. Programs are available in the day and evening for high school students, and adults.

Students are able to work while pursuing their studies, allowing them to advance on the job as they complete higher levels of nursing education.

If you haven't selected a career yet, why not consider one in the exciting high demand area of nursing?

If you are already in the field of nursing, ask about articulation when you return to school to further your education. It will save you time and money.

Lots of job opportunities, coordination with business, industry, government, and education to provide educational opportunities and articulation to avoid overlapping of training..Now do you see why nursing in Tidewater, Virginia is like nowhere else on Earth?

This project was funded by a grant from the Virginia Department of Education under provisions of the Carl D. Perkins Vocational Act, Public Law 98.524.

A Norfolk Public Schools Production

CURRICULUM COMMITTEE REPORT

Proposed Outline For Transitional Course

Nursing Articulation Project

Submitted By:

Denise Bell
Mary Armstead
Sandy Marcuson
Helen Whelen
Beverly Whitley

The following are recommendations made by the committee:

1. The course preparing the LPN to enter RN education be entitled "Transitional Course".
2. Modifications in the submitted proposal should be based on the philosophy and conceptual framework of the Associate Degree or Baccalaureate programs.
3. The proposal should be reviewed after the curriculum committee completes its review of nursing curricula.
4. A review of critical concepts provided in LPN education be included in the transitional course as well as new information required by higher degree nursing programs.
5. A review of basic skills can be performed in a laboratory setting or clinical setting.

PROPOSED TRANSITIONAL COURSE OUTLINE

I. Introduction
   A. Transition from LPN to RN Education
   B. Conceptual Framework
   C. Nursing Theory/Philosophy
   D. Test-Taking Strategies
   E. Evaluation Process

II. Communication/Interpersonal Skills
   A. Interviewing Techniques
   B. Nurses Notes-Charting
   C. Interpersonal Skills

III. Nursing Process/Nursing Care Plans
   A. Nursing Theory As It Relates to Nursing Process
   B. Components of the Nursing Process
      1. Assessment
      2. Analysis
      3. Planning
      4. Implementation
      5. Evaluation

IV. Stress Adaptation
   A. Nursing Theory
   B. Physiological Concepts
   C. Psychological Concepts

V. Growth and Development
   A. Infant
   B. Toddler
   C. Preschool
   D. School Age
   E. Adolescent
   F. Adult
   G. Elderly

VI. Assessment Skills
   A. Physiological
   B. Psychological

VII. Pharmaceutical Calculations
   A. Systems of Measurement
   B. Computation of Drug Dosages
      1. IV flow rates
      2. Pediatric dosages
      3. Reconstituting Powdered Drugs
      4. Drugs Measured in Units

VIII. Fluids, Electrolytes and Acid Base Balance
- A. Fluid and Electrolyte Distribution
- B. Disturbance in Fluid Volume
- C. Disturbance in Electrolyte Balance
- D. Disturbance in Acid Base Balance
- E. IV Therapy

IX. Basic Skills
- A. IV Therapy
  - 1. Flow rates
  - 2. Time Taping
  - 3. Changing IV bags and tubing
  - 4. IV lock flushes
- B. Aseptic Techniques
  - 1. Catheterizations
    - a. Foley
    - b. Straight
  - 2. Sterile Gloving
  - 3. Sterile Dressings
  - 4. Tracheostomy Suctioning
  - 5. Injections
    - a. IM
    - b. SQ
    - c. Intradermal
- C. Gastric Feedings
  - 1. Gastric Gavage
    - a. placement checking
    - b. intermittant feeding
    - c. continuous feeding
  - 2. Gastrostomy Feeding
- D. Safety and Mobility
  - 1. Body Alignment
  - 2. Body Mechanics
  - 3. Transfer
  - 4. Locomotion
- E. Others (At the discretion of schools)

ARTICULATION AGREEMENTS

TIDEWATER REGIONAL MODEL FOR NURSING ARTICULATION AND COORDINATION

ARTICULATION AGREEMENT
NORFOLK STATE UNIVERSITY

The purpose of this articulation agreement is to provide procedures whereby graduates of certain Schools of Practical Nursing in Tidewater may move smoothly and expeditiously into Associate Degree Nursing Programs without duplication of instruction or testing. This agreement provides Licensed Practical Nurses with the opportunity for rapid career advancement to the level of Registered Nurses and provides recognition of previous knowledge which distinguishes them from generic Associate Degree Nursing students.

This agreement is between the Schools of Practical Nursing in Norfolk, Portsmouth, Chesapeake, Suffolk (Obici), Virginia Beach, Newport News (Riverside), Williamsburg/James City County, New Horizons Technical Center, Career Development Center (Newport News) and the Associate Degree Nursing Program at Norfolk State University.

I. GENERAL CONDITIONS

Norfolk State University Associate Degree Nursing program will offer an articulated curriculum for eligible Licensed Practical Nurses admitted to the program. Eligible Licensed Practical Nurses who are admitted to the program will meet conditions specified in Section II of this agreement.

OPTION I: Norfolk State University will offer an alternative intensive nursing curriculum of 15 semester hours of credit. Students will meet conditions specified in Section II of this agreement.

OPTION II: Norfolk State University will offer a transition course of two-semester hours for Licensed Practical Nurses. Successful completion of this course will enable students to enroll in Clinical Nursing III (NUR 275 and 275L) and will award students 17 hours of advanced placement credit.

II. SPECIFIC CONDITIONS

A. OPTION I

Applicants will be admitted to the Associate Degree Nursing articulated program providing the following conditions have been met:

CONDITION 1: The applicant has met the requirements for admission to the college and the prerequisites for the Associate Degree Nursing program.

CONDITION 2: The applicant has graduated from one of the Schools of Practical Nursing listed in this agreement within five years prior to the date of admission to the associate degree nursing program and is currently licensed as a practical nurse in the Commonwealth of Virginia.

CONDITION 3: The applicant has completed all general education courses with a grade of "C" or better.

B. OPTION II

Applicants choosing not to enter the alternative intensive curriculum will be admitted to the Associate Degree Nursing articulated program providing the following conditions have been met:

CONDITION 1: The applicant has met the requirements for admission to the college and the prerequisites for the Associate Degree Nursing program.

CONDITION 2: The applicant has graduated from one of the Schools of Practical Nursing listed in this agreement within five years prior to the date of admission to the nursing program and is currently licensed as a practical nurse in the Commonwealth of Virginia.

CONDITION 3: The applicant has completed a minimum of 8 semester hours in Anatomy/Physiology with a grade of "C" or better and a minimum of 14 semester hours of other General Education credits required for the nursing curriculum with an overall grade point average of 2.0 or better before enrolling in the transition course.

CONDITION 4: Applicants who have not completed the General Education requirements toward the Associate Degree in Nursing but who choose to begin their nursing education may enter through Option II.

III. IMPLEMENTATION

A. Implementation by established university procedures and the Associate Degree Nursing Program will include:

1. Disseminating information about this agreement to prospective students and college personnel;
2. Providing advising and counseling services;
3. Maintaining records of students educated under terms of this agreement;
4. Establishing procedures to monitor articulated students' progress and to evaluate the effectiveness of the articulation program;

B. Implementation procedures by the Schools of Practical Nursing will include:

1. Disseminating information about this agreement to students, graduates and school personnel;
2. Providing advising and counseling services;
3. Documenting on the student's transcript the courses completed and grades received.

IV. MAINTENANCE OF THE AGREEMENT

This agreement is effective upon signature of all parties. If any single school division or the university chooses to withdraw from this agreement, it shall provide one-year written advance notification to all parties. If the agreement is terminated by any single party, students from that institution participating at the time of the notification will be entitled to continue until completion.

The agreement will be kept current through initial review in October, 1992, and annually, thereafter, by designated parties from the Associate Degree Nursing Program and the Schools of Practical Nursing. In addition, the agreement will be reviewed whenever major curriculum changes are made or when academic policies undergo major revision.

EFFECTIVE DATE: October 23, 1990

SCHOOLS OF PRACTICAL NURSING

10/23/90
Superintendent, Norfolk Public Schools — Date

10/23/90
Superintendent, Portsmouth Public Schools — Date

for ECB
Superintendent, Virginia Beach City Public Schools — Date

C. Fred Bateman — 10/23/90
Superintendent, Chesapeake Public Schools — Date

10/23/90
Superintendent, Suffolk Public Schools — Date

10/26/90
President, Obici Hospital — Date

Elwood Lewis — 10/23/90
Superintendent, Williamsburg/James City County Public Schools — Date

10/25/90
for Superintendent, Newport News Public Schools — Date

Senior Vice President — 10/25/90.
for President, Riverside Regional Medical Center — Date

Ralph W. Johnson — 10-23-90
Director, New Horizons Technical Center — Date

Patricia Dolan Ethers — 10-23-90
Chief Administrative Officer, Career Development Center — Date

ASSOCIATE DEGREE NURSING PROGRAM

Harrison B. Wilson — 10/30/90
President, Norfolk State University — Date

TIDEWATER REGIONAL MODEL FOR NURSING ARTICULATION AND COORDINATION

ARTICULATION AGREEMENT
TIDEWATER COMMUNITY COLLEGE

The purpose of this articulation agreement is to provide procedures whereby graduates of certain Schools of Practical Nursing in Tidewater may move smoothly and expeditiously into Associate Degree Nursing Programs without duplication of instruction or testing. This agreement provides Licensed Practical Nurses with the opportunity for rapid career advancement to the level of Registered Nurses and provides recognition of previous knowledge which distinguishes them from generic Associate Degree Nursing students.

This agreement is between the Schools of Practical Nursing in Norfolk, Portsmouth, Chesapeake, Suffolk (Obici), Virginia Beach, Newport News (Riverside), Williamsburg/James City County, New Horizons Technical Center, Career Development Center (Newport News) and the Associate Degree Nursing Program at Tidewater Community College.

I. GENERAL CONDITIONS

Tidewater Community College Associate Degree Nursing program will offer an articulated curriculum for Licensed Practical Nurses admitted to the program. Licensed Practical Nurses who are admitted to the program will meet conditions specified in Section II of this agreement. Upon successful completion of a one-semester (6 credit hours) transition course, articulated students will be granted credit for Nursing I, Nursing II, and Nursing III. This reflects 14 semester hours of advanced placement credit. Articulated students may then enroll in Nursing IV, Nursing V, and Nursing Dimensions to complete their program.

II. SPECIFIC CONDITIONS

Applicants will be admitted to the Associate Degree Nursing articulated program providing the following conditions have been met:

CONDITION 1: The applicant has met the requirements for admission to the college and the pre-requisites for the Associate Degree Nursing program.

CONDITION 2: The applicant has graduated from one of the Schools of Practical Nursing listed in this agreement within five years prior to admission to the nursing program and is currently licensed as a practical nurse in the Commonwealth of Virginia.

CONDITION 3: The applicant has completed a minimum of 10 semester hours in Anatomy/Physiology and Microbiology with a grade of "C" or better in each and a minimum of 10 semester hours of other academic credits required for the nursing curriculum with an overall grade point average of 2.0 or better before enrolling in the transition course.

III. IMPLEMENTATION

A. Implementation by established College procedures and the Associate Degree Nursing Program will include:

1. Disseminating information about this agreement to students and college personnel;
2. Providing advising and counseling services;
3. Maintaining records of students educated under terms of this agreement;
4. Establishing procedures to monitor articulated students' progress and to evaluate the effectiveness of the articulation program;

B. Implementation by the Schools of Practical Nursing will include:

1. Disseminating information about this agreement to students, graduates and school personnel;
2. Providing advising and counseling services;
3. Documenting on the student's transcript the courses completed and grades received.

IV. MAINTENANCE OF THE AGREEMENT

This agreement is effective upon signature of all parties. If any single school division or the college chooses to withdraw from this agreement, it shall provide one-year written advance notification to all parties. If the agreement is terminated by any single party, students from that institution participating at the time of the notification will be entitled to continue until completion.

The agreement will be kept current through initial review in October 1992 and annually, thereafter, by designated parties from the Associate Degree Nursing Program and the Schools of Practical Nursing. In addition, the agreement will be reviewed whenever major curriculum changes are made or when academic policies undergo major revision.

EFFECTIVE DATE: October 23, 1990

SCHOOLS OF PRACTICAL NURSING

10/23/90
Superintendent, Norfolk Public Schools — Date

10/23/90
Superintendent, Portsmouth Public Schools — Date

for ECB
Superintendent, Virginia Beach City Public Schools — Date

C. Fred Bateman — 10/23/90
Superintendent, Chesapeake Public Schools — Date

10/23/90
Superintendent, Suffolk Public Schools — Date

10/26/90
President, Obici Hospital — Date

Edward Lewis — 10/23/90
Superintendent, Williamsburg/James City County Public Schools — Date

10/25/90
for Superintendent, Newport News Public Schools — Date

Senior Vice President — 10/25/90
for President, Riverside Regional Medical Center — Date

Ralph W. Johnson — 10-23-90
Director, New Horizons Technical Center — Date

Patricia Dolan Etters — 10-23-90
Chief Administrative Officer, Career Development Center — Date

ASSOCIATE DEGREE NURSING PROGRAM

10/28/90
President, Tidewater Community College — Date

TIDEWATER REGIONAL MODEL FOR NURSING ARTICULATION AND COORDINATION

ARTICULATION AGREEMENT
THOMAS NELSON COMMUNITY COLLEGE

The purpose of this articulation agreement is to provide procedures whereby graduates of certain Schools of Practical Nursing in Tidewater may move smoothly and expeditiously into the Thomas Nelson Community College Associate Degree Nursing program without duplication of instruction or testing. This agreement provides Licensed Practical Nurses with the opportunity for rapid career advancement to the level of Registered Nurses and provides recognition of previous knowledge which distinguishes them from generic Associate Degree Nursing students.

This agreement is between the Schools of Practical Nursing in Norfolk, Portsmouth, Chesapeake, Suffolk/Obici, Virginia Beach, Newport News/Riverside, Williamsburg/James City County, New Horizons Technical Center, Career Development Center (Newport News) and the Associate Degree Nursing Program at Thomas Nelson Community College.

I. GENERAL CONDITIONS

Thomas Nelson Community College Associate Degree Nursing program will offer an articulated curriculum with two options for eligible Licensed Practical Nurses admitted to the program. Eligible Licensed Practical Nurses will meet conditions specified in Section II of this agreement before admission into the Thomas Nelson Community College Associate Degree Nursing program.

OPTION I: Thomas Nelson Community College will offer an alternative intensive nursing curriculum of fifteen semester hours credit which will be available to those Licensed Practical Nurses meeting conditions specified in Section II-A of this agreement.

OPTION II: Thomas Nelson Community College will offer a two-credit transition course in lieu of Nursing I (NUR 111), Drug Dosage Calculations (NUR 135) and Nursing II (NUR 112) for Licensed Practical Nurses who desire to articulate but choose not to enter the alternative intensive nursing curriculum and for those Licensed Practical Nurses who meet the conditions specified in Section II-B of this agreement. Upon successful completion of the transition course, articulated students will be granted credit for the three courses listed and may then enroll in Nursing III, Nursing IV, Nursing V, and Nursing Dimensions (NUR 220).

II. SPECIFIC CONDITIONS

A. OPTION I

Applicants will be admitted to the Associate Degree Nursing alternative intensive curriculum providing the following conditions have been met:

CONDITION 1: The applicant has met the requirements for admission to the college and the pre-requisites for the Associate Degree Nursing program.

CONDITION 2: The applicant has graduated from one of the Schools of Practical Nursing listed in this agreement within five years prior to the date of admission to the nursing program and is currently licensed as a practical nurse in the Commonwealth of Virginia.

CONDITION 3: The applicant has completed all general education requirements needed for the Associate Degree in Nursing with a grade of "C" or better.

B. OPTION II

Applicants choosing not to enter the alternative intensive curriculum will be admitted to the Associate Degree Nursing articulated program providing the following conditions have been met:

CONDITION 1: The applicant has met the requirements for admission to the college and the pre-requisites for the Associate Degree Nursing program.

CONDITION 2: The applicant has graduated from one of the Schools of Practical Nursing listed in this agreement within five years prior to the date of admission to the nursing program and is currently licensed as a practical nurse in the Commonwealth of Virginia.

CONDITION 3: The applicant has successfully completed Anatomy and Physiology (BIO 145-5 credits), Microbiology (BIO 150-4 credits), and Nursing - Transition from LPN to RN (NUR 198-2 credits). These courses must be completed with a minimum grade of "C" before enrollment in core courses.

CONDITION 4: Applicants who have not completed the General Education requirements toward the Associate Degree in Nursing but who choose to begin their nursing education may enter through Option II.

III. IMPLEMENTATION

A. Implementation by established college procedures and the Associate Degree Nursing Program will include:

1. Disseminating information about this agreement to prospective students and college personnel;
2. Providing advising and counseling services;
3. Maintaining records of students educated under terms of this agreement;
4. Establishing procedures to monitor articulated students' progress and to evaluate the effectiveness of the articulation program;

B. Implementation procedures by the Schools of Practical Nursing will include:

1. Disseminating information about this agreement to students, graduates and school personnel;
2. Providing advising and counseling services;
3. Documenting on the student's transcript the courses completed and grades received.

IV: MAINTENANCE OF THE AGREEMENT

This agreement is effective upon signature of all parties. If any single school division or the college chooses to withdraw from this agreement, it shall provide one-year written advance notification to all parties. If the agreement is terminated by any single party, students from that institution participating at the time of the notification will be entitled to continue until completion.

The agreement will be kept current through initial review in October, 1992, and annually, thereafter, by designated parties from the Associate Degree Nursing Program and the Schools of Practical Nursing. In addition, the agreement will be reviewed whenever major curriculum changes are made or when academic policies undergo major revision.

EFFECTIVE DATE: October 23, 1990

SCHOOLS OF PRACTICAL NURSING

10/23/90
Superintendent, Norfolk Public Schools — Date

11/23/90
Superintendent, Portsmouth Public Schools — Date

for ECB
Superintendent, Virginia Beach City Public Schools — Date

C. Fred Bateman — 10/23/90
Superintendent, Chesapeake Public Schools — Date

10/27/90
Superintendent, Suffolk Public Schools — Date

10/26/90
President, Obici Hospital — Date

Elwood Lewis — 10/23/90
Superintendent, Williamsburg/James City County Public Schools — Date

10/25/90
for Superintendent, Newport News Public Schools — Date

Senior Vice President — 10/25/90
for President, Riverside Regional Medical Center — Date

Ralph W. Johnson — 10-23-90
Director, New Horizons Technical Center — Date

Patricia Dolan Ettus — 10-23-90
Chief Administrative Officer, Career Development Center — Date

ASSOCIATE DEGREE NURSING PROGRAM

Robert G. Templin Jr. — 10/23/90
A. Dofin, Dean
President, Thomas Nelson Community College — Date